

**KNOWLEDGE AND ATTITUDE OF SCHOOL HEADS  
TOWARDS INCLUSION OF STUDENTS WITH SPECIAL  
NEEDS IN SCHOOLS**

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**Submitted by**

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**2022**

*Dedicated*

*to*

*My Father*

*Late Rathindra Nath Das*

*&*

*My Mother*

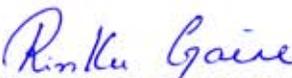
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## **“Statement of Originality”**

I, Rinku Gaine registered on 19.01.2017 do hereby declare that this thesis entitled “KNOWLEDGE AND ATTITUDE OF SCHOOL HEADS TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN SCHOOLS” contains literature survey and original research work done by the undersigned candidate as part of Doctoral Studies.

All information in this thesis have been obtained and presented in accordance with existing academic rules and ethical conduct. I declare that, as required by these rules and conduct, I have fully cited and referred all materials and results that are not original to this work.

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## CERTIFICATE FROM THE SUPERVISOR

This is to certify that the thesis entitled "KNOWLEDGE AND ATTITUDE OF SCHOOL HEADS TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN SCHOOLS" submitted by Rinku Gaine, who got her name registered on 19.01.2017 for the award of Ph. D. degree of Jadavpur University is absolutely based upon her own work under the supervision of Prof. (Dr.) Bishnupada Nanda and that neither her thesis nor any part of the thesis has been submitted for any degree/diploma or any other academic award anywhere before.

*B. Nanda*

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*Rinku Gaine*

## **PREFACE**

This thesis is submitted for the degree of Doctor of Philosophy at the Jadavpur University. I feel immensely delighted to present this research work. In this study I have tried to give all the important and appropriate information about the study.

In this project, I have endeavoured to make this project attractive and easy to understand. Each and every topic of the project is well-explained in detail which will enhance the depth of the learning experience.

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It is sincerely hoped that this study is immensely helpful to me. I have given all the information in this research work by consulting books and useful resources.

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## **ABBREVIATIONS AND ACRONYMES**

ICDS	-	Integrated Child Development Scheme
MOSW	-	Ministry of Social Welfare
NGO	-	Non-governmental Organisation
CABE	-	The Central Advisory Board of Education
BPA	-	Blind Person's Association
LRE	-	Least Restrictive Surroundings
ADA	-	Americans with Disabilities Act
AAIB	-	American Association of Instructors of the Blind
NCERT	-	National Council of Educational Research and Training
RCI	-	Rehabilitation Council of India
MPBOU	-	Madhya Pradesh Bhoj(Open) University
FC-SEDE	-	Foundation Course on Education of Children with Disabilities
NCTE	-	National Council for Teacher Education
DPEP	-	District Primary Education Program
SSA	-	Sarva Siksha Aviyan
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
MHRD	-	Ministry Of Human Resource Development
EFA	-	Education for All
EMIS	-	Education Management Information Systems
CLCs	-	Community Learning Centres
LLP	-	Lessons Learned Project
IEP	-	Individualized Educational Programme
WHO	-	World Health Organization
UPIAS	-	Union of the Physically Impaired against Segregation
ADA	-	Americans with Disabilities Act
LRE	-	Least Restrictive Environment
TLM	-	Teaching-Learning Material
VI	-	visual Impairment
HI	-	hearing Impaired
MR	-	mental Retardation
LD	-	Learning Disabilities
CBR	-	Community-Based Rehabilitation

ILO	-	Institutional Learning Outcome
NCTE	-	National Council for Teacher Education
ICDS	-	Integrated Child Development Services
PWD Act	-	Persons with Disabilities Act
EMR	-	Educable Mentally Retarded
ADL	-	Activities of Daily Living
SEN	-	Special Education Need
UNDP	-	United Nations Development Programme
NRCI	-	National Council for Rural Institutes
CIDA	-	Canadian International Development Agency
ADAPT	-	Able Disabled All People Together
IEDC	-	Integrated Education for the Children with disabilities
HRD	-	Human resources development
NPE	-	National Policy on Education
POA	-	Programme of Action
IECYD	-	Inclusion in Education of Children and Youth with Disabilities
RTE Act	-	Right to Education Act
CWSN	-	Children with Special Needs
ECCE	-	Early Childhood Care and Education
RPWD	-	The Rights of Persons with Disabilities
DEPwD	-	Department of Empowerment of Persons with Disabilities
NIOS	-	National Institute of Open Schooling
SOD	-	Students of Determination
STATIC	-	Scale of Teachers Attitude towards Inclusive Classroom
PATIE	-	The Principals' Attitudes toward Inclusive Education
ATIES	-	Attitudes towards Inclusive Education Scale
MLQ	-	Multifactor Leadership Questionnaire
GSS & GHS	-	Government Secondary and High Schools
NWR	-	North Western Region
QP	-	Questionnaire for Principals
OECD	-	Organisation for Economic Co-operation and Development
PIS	-	The Principals and Inclusion Survey
IE	-	Inclusive Education

CSN	-	Children with Special Needs
ANOVA	-	Analysis of variance
IC	-	Innovative Configuration
PD	-	Professional Development
CBAM	-	Concerns-Based Adoption Model
SEA	-	State Education Agencies
NASSP	-	National Association of Secondary School Principals
CCSSO	-	Council of Chief State School Officers
MATIES	-	Multidimensional Attitudes toward Inclusive Education Scale
AJHAL	-	Asian Journal of Humanity, Art and Literature
ICSE	-	Indian Certificate of Secondary Education
CBSE	-	Central Board of Secondary Education
KIES	-	Knowledge of Inclusive Education Scale
PES	-	Principals' Expectations Scale
WBBSE	-	West Bengal affiliated to West Bengal Board of Secondary Education
WBBPE	-	West Bengal Board of Primary Education
CISCE	-	Council for the Indian School Certificate Examinations
NIMH	-	National Institute for the Mentally Handicapped
DEO	-	District Education Office
B.Ed.	-	Bachelor of Education
AYP	-	Adequate Yearly Progress
UNICEF	-	United Nations International Children's Emergency Fund
RTI act	-	Right to Information Act

# **CHAPTER-I**

## **INTRODUCTION**

### **1.1 Concept of Special Education :**

Children with disabilities in earlier educational terminology were known as 'exceptional children and taught in special schools.

Kirk defined “an exceptional child is he who deviates from the normal or average child in mental, physical and social characteristics to such an extent that they require a modification of school practices or special educational services or supplementary instruction in order to develop to his maximum capacity.”

These children are sufficiently below or above the average range. Certainly they need specialised attention which may not be provided in regular classrooms. It is obvious that educational objectives are similar to that of all other children of the school. The only difference lies in the means of education.

The exceptional child shall be considered to be one whose educational requirements are so different from the average child, that he cannot be effectively educated without the special educational programmes.

Thus we can explain that special education is that area of education which is concerned with the arrangement and organisation of educational variables leading to the prevention, reduction or elimination of those conditions that effect significantly in the academic, communicative, locomotive or adjusting functioning of children.

The field of special education is concerned with children who are unique in ways that matter when it comes to learning in school and functioning successfully elsewhere. This uniqueness is considered of as falling along a series of dimensions.

Special education is also known as education of children with special needs. ‘Special-needs education is educating students in a way that provides accommodations to address their individual differences and special needs. This process involves the individual plan and systematic monitoring, arrangement of teaching procedures, adapted teaching-learning materials and accessible infrastructure. The concept of special education is different from inclusive education, as it allows students with

special needs that to participate in the general education classroom. Special education involves a special classroom (resource room) that has a class of students only with students with special needs that, receive special education services. Some students with an IEP go into a special classroom, and some students with an IEP ( Individualized Education Plan ) can attend general education classes with necessary accommodations or modifications.

Special education aims to provide education for students with special needs such as learning disabilities, communication disorders, emotional and behavioural disorders, physical disabilities, intellectual and developmental disabilities such as autism spectrum disorders and intellectual disability. Students with these kinds of disabilities benefit with additional educational services such as use of technology, a resource room or a separate classroom in a mainstream school.

In developed countries, educators modify teaching methods and environments so that the maximum numbers of students can benefit in mainstream school. Inclusion can reduce social stigmas and helps in academic achievement of many students.

Contrary to special education is mainstream education. In mainstream education, there is a standard curriculum presented without any special teaching methods or supports. Students receiving special education can be enrolled in a mainstream education setting to receive education along with general students. A special school is a school catering to the needs of the students having special educational needs due to learning difficulties, physical disabilities or behavioural challenges. Special schools are specifically designed, staffed and resourced to provide special education for children with special needs.

Special schools provide individual education programme, addressing special needs. Student teacher ratios are kept low, 6:1 or lower depending upon the severity of the challenges of the student. Special schools have facilities for children with special needs, such as soft play areas, sensory rooms, or swimming pools, which are necessary for training students having challenging conditions.

At present, importance of special schools is decreasing as children with special needs are admitted in mainstream schools. But for some children there will be a need that

cannot be appropriately met in a regular classroom setup, thus requires special education and resources to provide support.

An alternative to special school is a special unit or special classroom, also called a self-contained classroom, is a separate classroom dedicated to provide appropriate education to students with special needs within a mainstream school. This classroom is staffed by special educators, who provide individualized instruction to the specific needs of the individuals or to small groups of students with special needs.

‘The medical model of disability’ arose from the biomedical concept of disability. This model links a disability diagnosis to an individual's physical condition. The model supposes that this disability may reduce the individual's quality of life and with medical intervention disability may be corrected. The medical model focuses on individual intervention and treatment to manage the proper approach to disability. Importance is placed on the person with the disability rather than the systems and structures that inhibit the condition of people with special needs.

In 1980, the ‘World Health Organization (WHO)’ introduced a framework for working with disability, publishing the “International Classification of Impairments, Disabilities and Handicaps.” The framework approached disability by using the terms ‘Impairment’, ‘Handicap’ and ‘Disability’.

The social model of disability differs from the dominant medical model of disability, which is a functional analysis of the body as a machine to be fixed in order to conform to normality. Physical, sensory, intellectual, or psychological variations may cause individual functional limitation or impairments but these do not necessarily lead to disability unless society fails to include people regardless of their individual differences.

The social model of disability is based on a difference between the terms impairment and disability. The word impairment is used to refer to the actual attributes that affect a person, such as the inability to walk or breathe independently. The word disability is used to refer to the restrictions caused by society when it does not give caters to the needs of individuals with impairments.

“Disability Rights Movement” initiates the history of the social model of disability. According to UK organization “Union of the Physically Impaired Against Segregation”

(UPIAS) in 1975 “It is society which disables physically impaired people. Disability is something imposed on impairments for which we are unnecessarily isolated and excluded from full participation in society.”

From 1970s the interaction between impairment and society was considered. In the year 1969 Alf Morris wrote, “When the title of my Bill was announced, I was frequently asked what kind of improvements for the chronically sick and disabled I had in mind. It always seemed best to begin with the problems of access. I explained that I wanted to remove the severe and gratuitous social handicaps inflicted on disabled people, and often on their families and friends, not just by their exclusion from town and county halls, art galleries, libraries and many of the universities, but even from pubs, restaurants, theatres, cinemas and other places of entertainment ... I explained that I and my friends were concerned to stop society from treating disabled people as if they were a separate species.”

The social models of disability aims on changes required in society are as follows:

- Positive attitudes toward underestimating the potential quality of life of those with impairments.
- Social support required to help in dealing with barriers; resources, aids or positive discrimination to overcome them.
- Information used with suitable formats or levels or coverage.
- Physical structures like buildings with sloped access and elevators for barrier free environment.
- Relaxed work hours for people with circadian rhythm sleep disorders or for people who experience anxiety or panic attacks in rush hour traffic.

### **Law and public policy**

In the United Kingdom, the ‘Disability Discrimination Act’ defines disability with the medical model - disabled people are defined as people with certain conditions, or certain limitations on their ability to carry out “normal day-to-day activities”. The requirement of employers and service providers to make “reasonable adjustments” to their policies or practices, or physical aspects of their premises, is explained by the social model. Amendments to the act in 2006 involved local authorities and others to actively promote equality in disability. This enforcement established as ‘Disability

Equality' Duty in December 2006. In 2010, 'The Disability Discrimination Act' (1995) was merged with the Equality Act 2010 along with other pertinent discrimination legislation.

In the United States, the Americans with Disabilities Act of 1990 (ADA), with the revision in 2008 was effective in January 2009. It is a wide-ranging civil rights law that prohibits discrimination based on disability. It gives similar protections against discrimination to Americans with disabilities as the 'Civil Rights Act' of 1964, which made discrimination based on race, religion, sex, national origin, and other characteristics.

"Special education is a profession with its own history, cultural practices, tools and research base, focused on the learning needs of exceptional children and adults. But at the level, where exceptional children most meaningfully and frequently contact it, special education is an individually planned, specialized, intensive, goal directed instruction. When practiced most effectively and ethically, special education is also characterized by the use of research based teaching methods, the application of which is guided by direct and frequent measures of student performance."

### **Characteristics**

- (1) Special education is meant for meeting the needs and requirements of children with special needs.
- (2) By nature special education is diagnostic and inventory.
- (3) Special education is developmental in nature as it follows a child from the womb to his death.
- (4) Special education is child and disability specific and specialized.
- (5) It is dynamic.
- (6) It is individualized but highly intensive also.
- (7) It is goal directed and based on highly scientific and philosophical research.
- (8) Its outcomes are measurable and testable.
- (9) It is universal as it covers the need of each and every child of any community.

## **Objectives of Special Education**

- 1) Guiding the children with special need for all round development of their personality.
- 2) To assess their actual abilities and capacities and to use to the maximum extent possible.
- 3) To provide parents guidance and counselling services for their rehabilitation and involving them in the education and rehabilitation of their children with special need.
- 4) To arrange for early and pre-school intervention to minimize the range and complexities of disability.
- 5) To help the children with special needs in acquiring activities of daily living skills, speech-language and communication skills, mobility and orientation skills, social skills etc.
- 6) To help them to receive education and vocational training and to become a socially useful and acceptable human being.
- 7) To help them to integrate in the mainstream of the society.
- 8) To change the social negative and stereotyped attitude towards the children with special need.
- 9) To help the special need population to accept their inabilities and conditions.

Previously, even in the 20th century, the special needs children were educated in the special schools and in a few cases only; they were educated in the mainstream integrated schools. This raises a controversy or debate regarding their placement alternatives, i.e., whether they will be segregated or mainstreamed. Thus, "the decision regarding the placement of the special/exceptional children for their education and adjustment thus needs a very careful consideration and wise planning on the part of parents, educationists and all those government and non-government agencies who are associated with the task of providing education and care to the exceptional children" (Mangal, 2007).

For appropriate placement of child with special need following factors should be considered:

- a) The degree of impairment of disability of the child.
- b) The complications of the child due to his/her disability.

- c) Resources and facilities available in the community.
- d) Financial ability of the family or other sources.
- e) Suitability of the placement.

Considering all the above mentioned factors, following placement alternatives may be accepted for a particular child.

Where the child has multiple types of disability and family environment is not adequate to tackle the child, the child has been admitted in the hospital bound programme as the child need medical care as well as a regular physical/psychic treatment. When the severity of disability did not permit a child to come even in a residential special school, they remain in a home bound programme with special teacher facility. Where the child is a severely disabled and without any major medical problem and when in the community any special school or resource facilities are not available, the child has been admitted in the residential special school. Special schools (with day care facilities only) are designed for those severely disabled (special need) children who need only special education facilities along with a regular early intervention and therapeutic facilities.

Special classes are arranged in the mainstream schools. If a sufficient number of special need children are present in a community and are unable to take education in the mainstream class due to the severity of their disabilities, the concerned school can arrange a special class under the control of a trained special educator.

In an integrated model a mainstream school should have either a resource room with all the possible resource facilities and manpower or at least an itinerant teacher. For moderately disabled children resource room facilities are required and for the schools where only mildly disabled children are present, there itinerant model of integrated education can be practiced.

The philosophical basis for full inclusion has its roots in the principle of normalization. In the late 1950s this movement originated in Scandinavian countries. "The principle of normalization" or allowing persons with mental retardation to experience normal lifestyles followed by Bengt Nirje of Sweden. According to Nirje, The normalization principle means making available to the mentally retarded persons as close to normal as possible in terms of education and daily living environment. Normalization gave birth of the concept of least restrictive environment and mainstreaming.

Least Restrictive Environment (LRE) means "reducing or minimizing the restrictions imposed by the environment on the learning and living of an exceptional/disabled child to the maximum extent possible" (Mangal, 2007).

“All children with disabilities have the right to a free education, in the least restrictive environment ”(The Education for All Handicapped Children Act , 1975).

Mainstreaming refers in providing “Individualized Special Education” for students with disabilities while they remain in general educational settings for the majority of the school day. Kaufman and others (1975) described three basic components of mainstreaming. Integration , educational planning and clarification of responsibilities.

**a) Integration** - Kaufman et.al. (1975) described three types of integration. These are:

(1) **Temporal integration**- It is the mere physical placement of a child with special needs in general classroom.

(2) **Instructional integration**- It refers to opportunities, for students with special needs to participate in the full range of instructional activities as students without special learning needs, even though they may not be expected to master the same academic skills.

(3) **Social Integration**-It means that the students with special learning needs are provided opportunities to interact socially and participate in extra-curricular activities with students without disabilities. Cullinan et. al., (1992) defined social integration as membership in a group in which a child is:

(i) Socially accepted by peers;

(ii) Has at least one reciprocal friendship; and

(iii) Is an active and equal participant in activities performed by the peer group?

**b) Educational Planning**- According to Kaufman et.al. (1975) mere physical placement in the general classroom did not constitute mainstreaming. They pointed out that for each student with special learning needs the special and general educators with the parents have to formulate an individualized educational plan (IEP).

**c) Clarification of Responsibilities** - Kaufman et.al. (1975) argued that the responsibilities of all professionals (special educator, general classroom teacher,

school administrator, therapist, psychologist, and social workers) needed to be clearly specified in writing. This meant that open and direct communication and collaboration between parent and special and general educator was imperative. No individual has sole responsibility in mainstream classroom.

### **Models of Special Education:**

**1. Resource Model:** This model can be accepted when in a local area a large number of specific type of disabled children are present. As a result all the same category disabled children can be enrolled in a specific mainstream school. One resource teacher having RCI recognized training to manage a particular category of disabled learner can be taken as a resource teacher. There should be a resource room in the school where special need children can take help from the resource teacher. In the room all the necessary aids and appliances and teaching learning materials must be available. Resource teacher will take responsibility to identify, assessment, remedial teaching, evaluation and counselling to the special need children and will prepare TLM and help subject teachers in managing special need children in the classroom. Regular schools with boarding facilities also can opt for resource programmes.

**2. Itinerant Model:** Every child has a strong desire to be part of the social and school situation in which he finds himself. He needs recognition and status as a member of his family. By living at home, he derives satisfaction from sharing in the responsibilities of that home, participating in the give and take of daily living within the family unit, and he benefits from retaining identity with the family and the neighbourhood environment. After five years of age he needs recognition and status from his age-mates and other personal outside of his family. This is possible when he enrolled in the educational institution. Itinerant teaching service for children with special learning needs is one approach to the implementation of this philosophy.

In itinerant teaching model children with special learning needs may attain their local schools and live at home as other children do. These children then, receive the benefits of the educational programme provided to all children through the combined efforts of the regular teachers, all other professional personal and the supplementary educational service of the itinerant teacher.

Even though itinerant programmes look ideal, the administrative aspects are complicated to some extent. In principle, this model is useful for places where children with special learning needs are scattered provided the transport facilities are adequate to reach them. Unless definite administrative procedures regarding the planning of work, supervision, work description of the itinerant teachers, administrative hierarchies, etc. are formulated, the programmes may not be proper.

**3. Dual Teaching Model:** Where availability of children with special learning needs is inadequate, resource and or itinerant model is not acceptable. When in a mainstream school number of children with special learning needs are two or so the dual teaching model will be ideal. In this model the teachers in the mainstream with specialized instructional material and little competency in oriented training can look after children with special learning needs along with their regular classroom responsibilities. A token incentive may be provided for their additional responsibility. In this model a large number of regular teachers in initial stage at least one teacher per school has to be trained through six days intensive training followed by three months training to serve in the dual teaching plan.

**4. Cooperative Plan for Multi-impaired Children:** In India for children with multi-impairment special schools (either residential or day-care centre) is not always available. Children with multiple-impairment can be placed in a separate section of the regular school under the care of a special educator, where sufficient resource facilities are available. This can provide educational opportunities for the multi-impaired children too who are currently being deprived of such opportunities.

**5. Cluster Model for Hilly Areas:** In hilly areas in our country which are not easily accessible, travel from one place to another is difficult. A cluster model is the only viable alternative in the above situation. This model establishes satellite centres in different regions and the service delivery system is decentralised. Only the regional resource centres are responsible for the administration and supervision.

**6. Multi-skilled Teacher Plan or Multi-category System:** According to the "Sarva Siksha Avijan (SSA)"/ "Sarva Siksha Mission" all children irrespective of their ability or disability must be enrolled in the mainstream schools as enrolment in the mainstream school is the fundamental human right today (Panigrahi, Nanda, Ghosh 2006). As a result all the different categories or children with special learning needs (like VI, HI,

MR, LD, Locomotor and Neuromuscular disorder) are now admitted in the mainstream schools. Thus the present circumstances are demanding multi-skilled teachers to deal different kind of children with special needs. This multi-skilled teacher plan is now the reality for the mass implementation of Sarva Siksha Aviyan (SSA) and therefore, the teachers should have the open mind to admit the changing approaches in their educational plans.

**7. Resource-cum-itinerant model :**This model is also known as combined model. In this model three primary schools are served by a special teacher in the resource basis five to six secondary schools under itinerant basis. The concerned special teacher has to extend his/her services in both morning and afternoon section.

**8. Community Based Support Programmes (Community Based Rehabilitation Programme):** The concept of community-based rehabilitation (CBR) programme probably arose with the Almamater Declaration of 1978 by the heads of various ministers of health from throughout the world. It became apparent that it would be impossible to provide rehabilitation services unless there was a band which was built at the level of the community.

According to Helander (1992), "A Community consists of people living together in some form of social organization and cohesion. Its members share in varying degrees-political, economic, social and cultural characteristics, as well as interests and aspirations, including health. Communities vary widely in size and socio-economic profile, ranging from clusters of isolated homesteads to more organized villages, towns and city districts."

According to CBR Working Group (1997) Community means,

- (a) Group of people with common interests who interact with each other on a regular basis; and or
- (b) A Geographical, Social or Government administrative unit."

Punani and Rawal (2000) explain the term Community as, "a community is a sub-set of society but larger than a family. It constitutes a group of people, living together in social association, harmony and understanding."

The term 'based' means that the rehabilitation and integration of the person's with special needs is the responsibility of the family and community members. So the community should realize that all the members of a community are entitled to equal rights, privileges and responsibilities.

'Rehabilitation' means "return or restore to previous state or condition". According to Helander, "Rehabilitation includes all measures aimed at reducing the impact of disability for an individual enabling him or her to achieve independence, social integration, better quality of life and self-actualization". In ILO's definition "Rehabilitation involves the combined and coordinated use of medical, social, educational and vocational measures for training or retraining the individual to the highest possible level of functional ability."

Rehabilitation thus, includes not only the training of disabled people but also intervention in the general systems of society, adaptations of the environment and protection of human rights.

According to WHO "CBR involves measures taken at the community level to use and build on the resources of the community including the impaired, disabled and the handicapped persons themselves, their families and their community as a whole". According to Helander, "CBR is a strategy for enhancing the quality of life of disabled people by improving service delivery, by providing more equitable opportunities and by promoting and protecting their human rights."

## **1.2 Indian History of Special and Inclusive Education :**

In the developed countries, because of the philosophy of equal opportunity, and for societal change at all levels it is difficult in placing disabled children and their families as part of the larger inclusive community education for the children with special need is of priority.

Programmes of poverty alleviation, caste and gender issues, and rural upliftment take a better priority, retaining the disabled last at the listing of improvement activity.

The practice of inclusion has its position within an existing social system and a wider framework. In India the fundamental questions relating to gender issues, disability and poverty confront with the issue of the services. The social structure in India has highly

stratified hierarchical set up in Indian society. Class, caste, gender and religion are barrier to social change.

In the mid-1960s, children with disabilities still remain segregated, labelled and categorised according to the medical definition of their disability. This labelling of human beings dehumanises them. Their self-esteem gets devalued. They are appeared upon with pity, sympathy or maybe of patronage, underpinning the marginalisation that has taken place. In India stereotypical, cultural and social ideologies dominates the people.

Cross-cultural literature on incapacity shows that a broader view of society is wanted to recognize the cultural underpinnings and fee structures that dominate. In the Indian scenario, lack of understanding approximately incapacity and societal boundaries vicinity impediments within the manner of individuals with disabilities, stopping them from accomplishing their most reliable levels.

Negative attitudes dominate, and incapacity is concept of as taboo and a stigma. This is all-pervasive and has affected the fame in which youngsters with unique want are separated from the relaxation in their peer group. Children with unique want, due to their low self-worth, are denied the rights current for the 'normal'. Disability is considered as a personal tragedy, a man or woman trouble now no longer a challenge of the kingdom however of man or woman families.

We discover that since Independence, the disabled were categorised with different inclined and weaker sections of the population, along with girls and youngsters, scheduled castes and scheduled tribes, however excluded from the offerings deliberate for different youngsters. Government rules serving youngsters within the poorer regions of the United States of America do now no longer encompass youngsters with disabilities, for that reason ensuing in social and academic exclusion from the mainstream.

During the British period, number one and mass schooling did now no longer get hold of severe attention; handiest better schooling turned into discovered to be important. The tilt in the direction of better schooling resulted within the overlook of number one schooling. India has to take the foremost percentage of the blame for its kingdom rules within the post-Independence period (Aggarwal, 1992; Naik, 1975, 1980; Tilak, 1990).

It turned into handiest in 1953, at a country wide coverage level, with the introduction of the Central Social Welfare Board that the authorities began out gambling a function on a broader scale. Between 1960 and 1975, numerous country wide committees had been appointed via way of means of the authorities to appearance into infant welfare activities. It turned into with the Fifth Five Year Plan' (1974) that a foremost leap forward turned into made for the supply of early childcare via way of means of the kingdom for youngsters in socially deprived regions via way of means of the release of the Integrated Child Development Scheme (ICDS), the most important preschool programme within the world. A good sized component which could have stored disabled youngsters out of the priority of offerings as disabled youngsters did now no longer arise as a trouble for discussion throughout the coverage method stage (Alur, 1999).

In 1960, the Ministry of Education, which were liable for the schooling of disabled youngsters, turned into bifurcated and the Ministry of Social Welfare turned into created. The MOSW turned into entrusted with the obligation for the inclined and weaker sections of society that protected the scheduled castes and tribes, girls and youngsters, and the disabled with rehabilitation as the primary objective.

Till date the problem stays undefined indicating a loss of coverage commitment. Even now, the authorities are based on voluntary businesses to installation fundamental centres for schooling and treatment. The authorities' conceptualisation of the trouble stays ingrained with the notion that the schooling and control of disabled youngsters want voluntary steps. Special colleges exist for the blind, deaf, cerebral palsied, mentally challenged and sluggish learners, run via way of means of NGOs. Except for some training centres that have furnished carrier centres, and some demonstration and studies programmes for the improvement of carrier models, the authorities directly does now no longer play a first-rate function in supplying offerings.

India is among the few developing international locations wherein the kingdom is based totally on the voluntary zone for supplying fundamental offerings for the disabled on a micro level, ensuing in patchy offerings to a totally small part of the population.

### **1.2.1 Indian History of Development of Special Education and Rehabilitation of Intellectually Impaired :**

An idiot institution began in England in 1846, the first asylum for the mentally retarded was established in Madras in 1841, to avoid overcrowding the Lunatic Asylum (Crawford, 1914). In Lunatic and Idiot Asylums of Madras patients were allocated after a period of observation; yet the criteria for segregation had more to do with 'violent' or 'harmless' behaviour, than intellectual defect (Crawford, 1914; Selections, 1857; Selections, 1864). Madras Idiot Asylum was a custodial institution with only a little occupational therapy.

Church Missionary Society, Banaras established second asylum to include mentally retarded boy, so far known, was Orphan Establishment. In this asylum, the authority admitted all the different types of disabled boys viz. blind, dumb, idiot, though there were no documents mentioning about their education or wellbeing (Proceedings, 1841).

Attitudes towards retarded gradually changed from sympathy to positive and humanitarian ground and in 1849 Bombay asylum was established.

In 1918 under Miss. Silvia de Laplace, the former headmistress of St. Thomas' School, Howrah, was the first school for mentally and physically handicapped children in India, at the Children's House in Kurseong, West Bengal. It aimed to "...train those children who through physical and mental deficits are unable to profit by the instruction given in an ordinary school. It is now universally recognised that these children can be educated chiefly by means of special apparatus, exercises and discipline." Already tremendous outcomes had been completed on the Children's House with the aid of using special techniques of experience training. The organization has now been officially recognized by Government.

Reddy (1988) in "Directory of Institutions for the Mentally Handicapped Persons in India" reported that, on 1st May, 1918, Central Institute of Psychiatry, Kanke, Ranchi was established as a day-care centre for the retarded persons to cater to the age range 0-14 years and offered them medical and psychological services.

In the next phase two institutions were established for the mentally retarded children almost at the same time-one at Jhargram (1933-34) in Midnapore district and another in Ranchi (1934) by a registered association "Bodhana Samity". The most important event

during the period under review was the establishment of a school for mentally defective Indian children called Bodhana Niketan. The faculty owes its inception to the passion of Mr. Girija Prasanna Mukherjee, an suggest of the Calcutta High Court, who gave to the faculty freely of his time, cash and energy; he acquired encouragement and lively assist from Mr. R. H. Parker, I.C.S., but little monetary help from the Public or the Government.

In 1934, "The Central Nursing Home for Mental Invalids" is established in Ranchi, Bihar, as a private institution to provide academic education to the mentally retarded children of above 5 years age (Vohra, 1987).

In 1934 "The Central Nursing Home" was established at Ranchi (1934), a residential school for the mentally deficient children directed by the Juvenile Court for Custodial purposes. "The Central Nursing Home" at Ranchi in Bihar which was started in 1934 as a residential school for the mentally deficient children and was existed up to 1947. (Joachim, 1990)

In the year 1936 "Training Class for Mentally Defective Children" was established in Madras to provide academic education and vocational training to the mentally retarded children.

In 1941 "Home for Mentally Deficient Children", in Mankhurd, Bombay was established to admit only court-committed children. In 1944 "School for Children in Need of Special Care", Bombay, established by Shrinath Vakil.

Though prior to independence only a few Institutions were established for the mentally retarded children, but a large number of asylums admitted these special need children and successfully integrated in several cases. The need for integration of these children in the normal school as well as special education provision for them was emphasized by CAGE in 1944. In their report on "Post War Educational Development in India", CAGE reported that, "It is not desirable for psychological or other reasons to segregate the subnormal or backward children in schools.... since they will have to learn to live in a world with people of all grades of abilities."

From 1950 to 1960, eleven institutions were started and another 35 were started between 1960 to 1966". (Joachim, 1990, Ibid.)

Since 1947 the Indian enjoy has been of large, inappropriate', scientific orientated institutions. This fable ignores the casual efforts of Indian households and neighbourhoods on account that antiquity to reply to important desires and disabilities. Some small centres wherein humans with disabilities obtained training and schooling in organizations incorporated with able youngsters and adults and earned their residing by their own.

### **1.2.2 Indian History of Special Education and Rehabilitation of Hearing Impaired:**

Indian history of welfare and educational services to hearing handicapped laid it's foundation in 16<sup>th</sup> century. In India first deaf and dumb school was established in Calcutta. Though the establishment and details of its activities are not known clearly yet it is known from the Quatrieme Circulaire, published by the Paris Institute in 1836, it was known that it was the first institution for the deaf not only in India but also in Asia.

In 1883, Bishop John Gabriel Leon Meurin, Vicar Apostolic of Bombay went to Goa and in 1884 started the St. John of Beverley's Institution for Deaf-Mutes (Colaco, 1891) and in the early part of the year 1884 another institution was established for the deaf and dumb children of Roman Catholic Christians, who were members of this flock, in his own house. However, the later Institution was shifted to its own building at Grant Road, in February, 1886.

“Calcutta Deaf and Dumb School” established in April, 1893, started functioning from 1892, or before (Miles, 1994), this special school was officially established in April, 1893 (Editorial, Indian Magazine, 1895; Ibid, 1896; International Reports, 1896). That school is entirely under native management. Babu Jamini Nath Banerjee was the Principal. The teaching staffs consist of Srinath Sinha, and Mohini Mohan Majumder were all Indians.

Vohra (1988) in his research article entitled “Institutional services for the speech and hearing-impaired persons in India” has stated that “Florence Swainson School for the Deaf” was established at Palayam Kottai in Tirunavelli (South India) in the year 1895.

Miss. Swainson then opened her school for the little deaf orphan children from all parts of India with the help of a ... “devoted and loyal band of Indian teachers...” and her

school Headmistress (Presumably Devanesam Ammal), who had been with her almost from the beginning of the work. In the year 1902 there were seventy-one deaf and dumb and thirty-five industrial girls who were boarders and seven certified Indian teachers (Campbell, 1902). By 1912 there were 130 children at the school.

Miss Hull reported, "A school of 130 children, 40 of whom had passed through the school and were working at industrial work. There were about 15 classes. What struck one as one entered the school for the first time was that it was more like a school for hearing children, and conducted more on those lines. The teachers spoke very naturally to the children, and the lip-reading was excellent, though the speech was very poor".

In the year 1933-34, a new institution for deaf-mutes, started at Jhargram, in Midnapur district with 8 pupils including a girl (Delhi, 1936).

In the Decennial Progress Review (1937-1947), there is also a 'Bodhana Niketan' for deaf children located at Jhargram, Midnapore, by the "Bodhana Samity", a registered association.

On 12th September, 1934, Murshidabad Deaf and Dumb School, Berhampur (West Bengal) was established by Padmasree Sri Gopaldas Neogi Choudhury with the active help and inspiration of Sri Kalidas Bhattacharjee (B.A., Gallaudet, U.S.A.), Principal, "Lady Noyce School for the Deaf" in Delhi.

On 26th May 1936 Suri Deaf and Dumb School, Suri, Birbhum, West Bengal was started with only two deaf & dumb boys.

Prior to Independence, progress in the development of special schools for the Hearing-impaired children was slow. For example, in undivided India only 30 schools for the deaf were recorded. Since then number has gone up considerably but has not significantly influenced coverage resulting serious problems of quantitative expansion and regional imbalance. Out of 478 schools for the deaf listed in the Ali Yavar Jung National Institute of the Hearing Handicapped, Bombay, there are 97 secondary schools, the rest being primary and middle level schools. Two colleges for the deaf have also been established, one at Vankon in Kerala and the other at Madras (Pandey and Advani, 1995).

### **1.2.3 Indian History of Special Education and Rehabilitation of Visually Impaired:**

In 1886 the first school for the blind “The North India Industrial Home for the Blind” was established by Miss Annie Sharp, a Christian missionary, in Amritsar.

In 1880 Miss. Asho joined Amritsar Institution for the Blind as a teacher. Miss. Asho, who was herself blind, had received her first education in a school for sighted children at Lahore in the 1870's and later gained vocational skills and aptitude for teaching (Miles, 1994).

At that time Miss Tucker and Miss. Wauton, two missionary workers, planned to establish an Industrial Home at Amritsar. Getting the information of Miss. Asho's training under Miss. Fuller they wanted to appoint Miss. Asho as the teacher of their planned Industrial Home.

Miss Fuller sent Miss. Asho to Amritsar from Lahore in order to fulfil Miss. Tucker and Miss. Wauton's dream to come true.

In 1880, in Amritsar, a six bedded St. Catherine's Hospital, was founded. Miss. Sarah Hewlett and her students started to live there. In 1882 Miss. Francis Sharp, sister of Miss. Annie Sharp, joined with Hewlett (Clark, 1904) to open a school for the blinds.

Miss Tucker and Miss. Wauton's planned Industrial Home and St. Catherine's Hospital was at the same complex was complementary to each other. From Hewlett's (1898) writing we get an opinion. She wrote, “The institute for blind men, women and children, in connection with St. Catherine's Hospital, Amritsar (Church of England Zenana Mission) is, as far as I am aware, the only Asylum for the Blind in all India, combining a Christian home and direct missionary effort with technical and industrial school, and reading...Miss. Sharp, who has managed it from its beginning, and under whose care it has developed into its present state of usefulness...”.

“There is a school at Amritsar, under Miss. Hewlett, in which twenty-seven blind pupils - all Christians are under instruction”. (Dennis, 1899)

In April of 1903 the Blind institute was transferred along with the students to Rajpur at Dehradun in Uttar Pradesh “Early in 1903, it was found necessary to remove the Institute to Rajpur, in the United Provinces” (Clark, 1904, Ibid).

According to historical documents it can be said that Miss. Annie Sharp was not the first teacher of blind in India. Miles (1994) on the basis of his collected documents came into the conclusion that, Annie Sharp was neither the first teacher nor the founder of the first Institution of Blind in India. According to his words, "...the role of Annie Sharp was other than is generally imagined."

Therefore, Miss. Hewlett was considered as the founder and not Miss. Annie Sharp. Now it can be stated without hesitation that the school at Amritsar established in 1886, was not the first school for the blind in India.

"Institutional services which we understand today as providers of social welfare services were not there in pre-British India. The Institution, which the After Care Committee appointed by the Central Social Welfare Board in 1955 could contact and reach, was the one established by Rev. Loveless, in Madras, in the year 1805 for women and children" (Wadia, 1968).

Fennin in 1803 described a scene, when about thirty-four persons, some of them blind, many suffering from leprosy, came for relief from the Baptist Missionaries at Srirampur (Miles, 1994). In many cases the handicapped persons lived along with other members of their family. Even the families who could not provide them food, they also give them an opportunity to live with them and made arrangements for their treatment whenever necessary "...there are many lame, blind or other infirm persons belonging to poor families, that cannot give them food but who give them accommodation and such assistance as is within their power, especially in sickness" (Buchanan ed. Jackson, 1928).

In 1824, the first institution for the handicapped was founded by Raja Kalishankar Ghosal in the district of Benaras in the state of Uttar Pradesh. Initially the institution was established for the blind only, but gradually it grew up as a shelter for all kinds of handicapped and destitute.

Though in January of 1826 the first institution for blind was established in Benares, yet at that time in Allahabad - no steps for their education or rehabilitation for the blind was taken from "Collections raised from among Europeans at Allahabad were given to Mackintosh who gathered weekly about 250 of the lame, blind, aged and indigent to

whom he read the Bible before distributing alms according to their varied circumstances” (Potts, 1967).

In the history of the education and rehabilitation of the blind the asylum established by Raja Kali Shankar Ghosal deserves glory for the 1st institution for the blind. Similarly, William Cruickshank (1800-1876) was regarded as the first blind teacher.

In 1845, at the South Eastern foot of the hill on which are the Towers of Silence is an alms house for decayed Parses of both sexes. Over the door is written, “This Asylum, for the Reception of Blind and Disabled poor Parsis, was erected at the expense of the sons of the late Fardunji Sorabji Parak, Esq. A.C. 1845”. (Eastwick, 1881)

It is known that in 1847 in the Orphan Boy's Institution at Secundra (near Agra) there was a blind boy who took lesson of Bible successfully with other sighted children and also made bread in the kitchen (Seventh Report, 1847). So, it is seen that Integrated Institution has started in India for blind children before 1847 and it was successful.

From the historical documents, that at the beginning of the nineteenth century, in (1805), the Christian Missionaries established orphanage and asylum for rehabilitation for the orphan, distress, blind and lepers. Although at that time there was no special arrangement for their education was made.

In 1865, at Pune in Maharashtra “The Sasson Asylum” was established in Narayan ward on the river Mutha above the Lakdibridge and an asylum was established in Bareilly by the efforts of Hakim Inayat Hussain.

In 1866, in Secundrabad near Agra, in an Orphanage among 69 orphan girls four were blind and eight others had some visual impairment. All these blind and visually impaired girls used to read Bible of “Moon's script” along with the sighted. They made bread, sewing and worked in the kitchen (Double, 1866).

It is known from the report of Editorial in 1870 that Miss. Elizabeth R. Alexander “... has a school of about forty boys and girls, varying in age from five to fifteen, and nearly all, belonged to the poorest class. A few are quite blind, and these she teaches from Moon's raised types”.

In the year 1890, Miss. Ask with made arrangement to six to seven blind children's in her own Bungalow in Palamcotta. For their education “she also invented the first

Braille script in Tamil and transcribed into it the Bible, the Prayer Book and The Pilgrim's Progress” (Brockway, 1949). In the same year, Miss. Askwith invented Tamil Braille.

First Blind school in India was Raja Kali Shankar Ghosal's Asylum in Benares in Uttar Pradesh.

The second Blind's Institute was in Calcutta (1841) Bengal Military Orphan Asylum.

The third institute regarded for the visually handicapped was situated "At the S.E. foot of the hill on which are the Towers of Silence" in Bombay (Eastwick, 1881, Ibid).

The fourth institute was established in Bareilly (Uttar Pradesh) with efforts of Hakim Inayat Husain in 1865.

The fifth institute was in Agra's Secundra (1866) (Dauble, 1866). Agra's school would be regarded as integrated school for the blind.

The sixth school was “The North India Industrial Home for the Blind” (1866) (Progress of Education in India, 1897-1902).

The seventh school established for the blind was the Blind school of Palamcotta attached with Sarah Tucker Institution and established by Miss. Askwith (Brockway, 1949; Askwith, 1890, 1901).

The eighth institution was the blind school of Ootacamund (Annual Report. CZEMS, 1892). The ninth school for blind in India was in Ranchi.

Although we are not sure of the established date of Ranchi's Blind School, yet it can be regarded as the ninth institute for the Blind in India.

In India the tenth blind school is the “Calcutta Blind School” situated in the Behala (Calcutta) in West Bengal. In 1897 Mr. LalBehari Shah (Shah, 1914) established this school.

Till 1947 there were total thirty-two schools for the visually impaired in India. Out of these thirty-two schools three schools and one society grew up in West Bengal. In 1940, in West Bengal second school for blind children was established in Kalimpong (Darjeeling district). A British lady named Mary Scott established this school later on

“The Salvation Army” took over the responsibility of this school. On 1st August, 1941 the third-school “All India Lighthouse for the Blind” was established by a blind scholar Dr. S.C. Roy and his American wife Mrs. Evelyn Roy.

Summary of a speech delivered at the inaugural function held at 133, Dharamtola Street, Calcutta was published in the Statesman, Calcutta, Amrita Bazar Patrika, Calcutta and Calcutta Municipal Gazette, Calcutta (all on the 2nd August, 1941); Ananda Bazar Patrika, Calcutta and Hindustan Standard, Calcutta (both on the 3rd August, 1941). The outlook, aims and objectives of this new Welfare Centre were (completely different from those of the first institution in Bengal as well as from those of any existing institution in this country) - a) The institution intends to function as a central clearing-house for the visually handicapped all over India, and b) to train the adult blind coming from parts of India without any restriction of sex, race or creed.

In 1947 Dr. S.C. Ray with the help of Prof. Nagendranath Sengupta (the famous blind philosopher and educationist) established “Blind Person's Association” (BPA). This institution aims at education, help and social status to blind of this area.

After independence institutions for blind were established throughout the whole country. As a result within 1980 one hundred and seventy and by 1997 two hundred and forty three schools for the blind were established in India (Panda, 1997; Pandey & Advani, 1995).

### **1.3 Western History of Special and Inclusive Education :**

In reviewing the evolution of integration in the developed countries, we find that the crucial importance of the language used to describe children with disabilities was recognised. There is an effort to strike of the stigma associated with the negative labels of the past. All of which focused on their imperfections, was abandoned and replaced by the new language whereby children with disabilities were described in broader, more general terms such as 'children with special educational needs.

Another important evolution that took place was the recognition of early educational opportunities. A compelling body of knowledge is available which shows that early intervention has powerful benefits for the growing child as well as the disabled child and that the disabled child develops profound problems physically, behaviourally and educationally without it. Substantial studies indicate that children with disabilities in

integrated groups participated twice as much in social interaction and displayed higher levels of play than did children in the segregated groups. Integrated classes offer more opportunities for children to acquire skills with their peer group than do self-contained special education classes.

In 1978, in Britain, the Warnock Committee Report, a landmark in the history of education in the UK, listed essential provisions for children under five, and included children with disabilities as one of its three top priorities. The reasons given were that early identification and detection of children 'at risk' prevented special needs developing later.

The Education Act, 1981, stated that no disabled child should be sent to a special school who can satisfactorily be educated in an ordinary school.

The Warnock Committee distinguished between 3 forms of integration (Warnock, 1978):

- i. Locational, that is, special unit or lessons in a mainstream school or a special school on the same location as mainstream school.
- ii. Social-wherein locational integration exists, however social interchange additionally takes place among special and mainstream school.
- iii. Functional integration which includes special need children becoming friends of their regular friends in mainstream school on a full- or part-time basis.

In 1964, Lyndon Johnson then President of the USA released a big programme called Head Start. The Head Start Programme opened 3300 programmes for thousands of children throughout America, aimed in enhancing child's intellectual, social and emotional development, and increased at a high rate. Head Start, one in all the biggest preschool programmes in the world, admitted disabled youngsters. Federal mandate required that at least 90% of the youngsters admitted to be from families whose income was below the poverty line and at the least 10% of the children admitted included the young disabled population. In 1975, the "Education for All Disabled Children Act" which in US was enacted and mandated that "free, equal and appropriate public education must be provided among 3 and 21 years for children and younger people with special needs."

The concept of normalisation wherein disabled individuals have been to take part turned into referred to as placement within the 'least restrictive surroundings' (LRE). The procedure of normalisation in "least restrictive surroundings" might encompass provisions for disabled individuals in step with want and ought to be, to the most extent possible, supplied within the kinds of network settings which can be used through non-disabled individuals.

Legislation had far-accomplishing results within the United States .Over a hundred universities in America were given concerned in modern studies and assessment centred at the issues of deprived and disabled children. On 26 July 1990 the Americans with Disabilities Act (ADA), signed into regulation through President Bush, mounted a clear and complete federal prohibition of discrimination towards individuals with disabilities in non-public quarter employment and sought to Education and Children with Special Needs must get same right of entry to public accommodation, public services, transportation and telecommunications.

Two issues are of specific significance, law turned into enacted and precedence turned into given to under 5 disabled youngsters, in regions of preschool and remedy from the age of two, making it the duty of the country to make certain appropriate provision and preschool intervention primarily based totally on standards of compensatory training turned into used to lessen the chance of youngsters in socially deprived houses from losing out and failing at college, as a preventive approach at the early years and this included the disabled as well.

Cole recounts that to begin with it turned into voluntary attempt which made properly the deficiencies in provision that existed. The intervention of the government accompanied to create a countrywide framework wherein public and voluntary agencies acted in partnership to look that everyone youngsters, something their disability, acquired an appropriate training (Cole, 1989).

The subject of integration delivered approximately an alternate in attitudes, a shift in ideology. The developing significance of the rights issue turned into strongly moved through disabled activists. Global projects on equalisation of possibility, training for all, which might be referred later in the book, which supported this.

Mainly with the increase in awareness in understanding and ensuing in an alternate in mind-set in the direction of children with disabilities, and stressing the paramount significance of integrating them in suitable environments that is acceptable to their unique needs.

The barriers have helped to develop and expand approaches to teach students who're different in any way. To create a process that guarantees equality of cost and combines the standards of complete education in addition to integration, to set up a whole-approach technique wherein all students irrespective of their capabilities, backgrounds, pursuits or handicaps are admitted (Booth and Potts, 1983:). To have an training device which accepts the possession of any sort of diversity' and the precept that the goal of training ought to be to encompass all students (Wedell, 1995:).

Inclusive training is ready to minimising exclusion and enhancing participation for all school students within the broader framework to assist all students in mainstream schools. Inclusion is a never-ending set of methods wherein youngsters and adults with disabilities have the possibility to take part completely in all activities. An inclusive school is probably stated to be one which includes and values similarly all students from its surrounding groups or neighbourhood and minimising discrimination on the basis of achievement, gender or disability.

The mechanism of intervention or the implementation procedure is planned to it makes greater financial opportunities to have students in inclusive school rather than in expensive special (World Bank, 1978).

Educational provisions for disabled took place before the last half of the eighteenth century. Hewett (1974) notes that there have been more major historical factors of treatment of disabled:

- (1) The need for survival,
- (2) The force of superstition,
- (3) The findings of science, and
- (4) The desire to be of service.

In fifteenth and sixteenth centuries some thinkers attempted to establish more rational, scientific and humanistic view point regarding the disabled, but their voices were regularly silenced. In last of the eighteenth-century serious efforts were taken in

France, Germany and England. Similar efforts were taken for mentally retarded in the early 1800s. These were individual efforts and no national interests were taken in this period.

Throughout the world major ideas influencing special education were given by the following philosophers (Kirk, Gallagher and Anastasiow, 1993):

**Major ideas influencing Special Education:**

Jean Marc Gaspard and Itard (1775 to 1838) expressed the major views “Single-subject research can be used to develop training methods for those who are mentally retarded.”

Thomas Hopkins Gallaudet (1787 to 1851) said that “Children who are deaf can learn to communicate by spelling and gesturing with their fingers.”

Samuel, Gridley and Howe (1801 to 1876) expressed that “The children with disabilities can learn and should have an organized education, not just compassionate care.”

Louis Braille (1809 to 1852) expressed the major view “Children who are blind can learn through an alternative system of communication based on a code of raised dots.”

Edward Seguin (1812 to 1880) expressed the major view “Children who are mentally retarded can learn if taught through specific sensory-motor exercises.”

Francis Galton (1822 to 1911) expressed the major view “Genius tends to run in families, and its origin can be determined.”

Alexander Graham Bell (1847 to 1922) expressed the major view “children who have a hearing disability can learn to speak, and can use their limited hearing if it is amplified.”

Alfred Binet (1857 to 1911) expressed the major view “Intelligence can be measured, and it can be improved through education.”

Maria Montessori (1870 to 1952) expressed the major view “Children can learn at very early ages, using concrete experiences designed around special instructional materials.”

Lewis Terman (1870 to 1952) expressed the major view “Intelligence tests can be used to identify gifted children, who tend to maintain superiority throughout life.”

Anna Freud (1895 to 1982) expressed the major view “The techniques of psychoanalysis can be applied to children who have emotional problems.”

Alfred Strauss (1897 to 1957) expressed the major view “Some children show unique patterns of learning disabilities, probably from brain injuries, which require special training.”

(Source: Educating Exceptional Children (7th ed.) by Kirk, Gallagher & Anastasiow, 1993, p.42.)

### **1.3.1 Special Education for Sightless:**

France was the cradle of new attitudes toward sightless and hearing disabled. First special school for hearing impaired was established by Abbe Charles Michel de l' Epee (1712-1789) in 1775 and for sightless was established by Valentin Haüy (1745-1822) in 1784. The philosophical basic planning for the students of schools for sightless was established by Diderot, health practitioner to King Louis XV and a first rate enlightenment philosopher. Diderot published “Letter at the Blind for the Use of Those Who See” in 1749. He wrote this essay due to his reviews he received while he had touch with incredible sightless people-Nicholas Saunderson (1682-1739), a stated professor of arithmetic at Cambridge University, whose sponsor become Sir Isaac Newton and Maria Theresia Von Paradise (1759-1824).

In 1784 Haüy established the "Institution des Jeunes Aveugles" (Institution for Blind Youth). His first student Francois Lesueur, was a bright young adult who had been supporting his widowed mother and siblings by begging Rapidly the Institution's enrolment increased. “He emphasized reading and fostered the development of embossed print; and he believed in the vocational potential of blind people and instituted music and vocational training at his school” (Scholl, 1986 p.2)

Second school for the sightless children was established at Liverpool, Great Britain in 1791. Edvert Rushton was the founder of this school, School for the Indigent Blind where the students were taught music for church and given vocational training David Miller (a sightless person) and David Jonson (a Missionary) founded his school which was named as Edinburgh Blind Asylum.

Third school for the sightless was established in England in 1793.

In 1793 fourth school for the sightless was established in Bristol, U. K. In this school, Asylum and Industrial School for the Blind, first scientific method in teaching the sightless was introduced.

In 1799 School for the Indigent Blind was established in St. Georges, United Kingdom.

In United States of America schools for the sightless was founded in the 1st half of the 19th century. In 1829 the New England Asylum for the Blind (subsequently named as Perkins Institution and Massachusetts Asylum for the Blind (and now called Perkins School for the Blind) were incorporated. Its door was opened in Boston in July 1832 under the direction of Samuel Gridle.

In March, 1832 another institution, The New York Institution for the Blind was established in New York City under the direction of Dr. John Dennison. In 1833 at Philadelphia Pennsylvania Institution for the Instruction of the Blind now renamed as Overbrook School was established for the Blind under the able guidance of Julius R. Friedlander.

Between 1832 and 1875, thirty public and private special schools were established in U. S. A. Before 1900, major 49 special schools were founded and since then several special schools have been established to serve multiple disabled children.

Dr. Edward E. Allen, director of the Perkins Institution, heard of the Myope School and visited classes in London and recognized educational and psychological problems of the partially sighted children. Therefore, Allen first started class for partially sighted pupils in April, 1913 in Roxbury. Second class was started by Robert B. Irwin (1883-1951) in September 1913 in Cleveland.

Education of the sightless in the public or private school was initiated by 'American Foundation for the Blind' in mid-fifties through the following educational options:

- (a) Education of sightless children in a private or public school for the Blind:
- (b) Education of sightless students with sighted students in public or private schools together with a resource or special class-teacher available during the entire school day

- (c) Education of sightless students with sighted students in public or private schools with itinerant teaching services available at regular or needed intervals (Lowenfeld, 1956, p. 138).

### **1.3.2 Special Education For Hearing And Speech Disabled:**

Aristotle wrote that, “Men that are deaf are also speechless; that is they can make vocal sounds but they cannot speak,” and his another statement “Let it be a law that nothing imperfect should be brought up,” Aristotle actively encouraged in the destruction of deaf babies ( Moores, 1978). But recent educators of the deaf child indicated that perhaps Aristotle not so soundly encouraged the society for destruction of deaf babies (Davis & Silverman, 1978; Moores, 1978). From the early Christian era to the middle Ages, history of treatment towards deaf people was very bad. They were deprived from their rights and their everyday treatment. They were considered as the second-class citizen in West.

Historians were unanimous to consider Pablo Ponce de Leon (1520-1584), a Benedictine monk, as the first successful educator of the deaf, who established a school for the deaf children of Spanish Nobility (Peet, 1851). He worked with deaf and dumb pupils from birth, who were “sons of great Lords and of notable people who I have taught to speak, to read, write, pray, to assist at Mass, to know the doctrines of Christianity, and to know how to confess them by speech” (Peet, 1851, p. 141).

The second individual of great historical importance is Juan Martin Pablo Bonet (1579 - 1620), who worked in Spain, advocated a training method that is remarkably like that which became the standard in many twentieth century schools for the deaf (Deland, 1931). Bonet's writings are remarkably advanced and insightful, highly valuable, and thus a great contribution in the field of education of the deaf.

Bonet's writing and thinking anticipates aspects of the work of Seguin, Montessori, Pestalozzi and Piaget among others.(Moores, 1978,p. 37).

The third Spanish educator of the deaf Ramire de Carrion contributed in educating the deaf and dumb students.

The first school for the deaf in Great Britain was established by Henry Baker (1698-1774), where he developed a method of instructing the deaf to read, write, understand and speak the English language. (Moore, 1987)

In 1767, Thomas Braidwood (1715-1806), established a school for the deaf in Edinburgh in 1767 and he is acknowledged as the most influential early British educator of the deaf.

In Great Britain, William Holder (1616-1698), John Wallis (1618-1703) and George Dalgarno (1628-1687) developed method of teaching for the deaf. In 1767 Thomas Braidwood (1715-1806) established a school for the deaf in Edinburgh and is considered as the most important early educator of Deaf children in Great Britain.

Abbe Charles Michel de l'Epee (in France) and Samuel Heinicke (in Germany) were also involved in developing educational programmes for the Deaf children. According to Davis and Silverman (1978), "two individuals...tower above all others in their contributions to advancing the cause of the deaf in the later part of the eighteenth century-the Abbe Charles Michel de l' Epee in France and Samuel Heinicke in Germany" (p. 425). del'Epee (1712-1789) established the first public school for the deaf in Paris, France (in 1775). He emphasized on oral language approach and finally he developed a system of manual communication (signs).

Samuel Heinicke (1729-1790) established first school for the deaf in 1778 in Germany.

He developed oral approach in teaching the deaf children known as 'the German method'. In Germany, Samuel Heinicke (1729-1790) became interested in the deaf while in the military service and later in 1778 established the first school for the deaf in Germany.

Dr. Mason Fitch Cogswell and Thomas Hopkins Gallaudet (1817) established the first school for the deaf children American Asylum for the Education and Instruction of the Deaf and Dumb presently called American School for the Deaf in United States. The school started with seven deaf students. In 1818 second school started in New York and in 1820 third school was established in Philadelphia.

Though Gallaudet was in favour of manual communication i. e., sign language but later on Horace Mann and Samuel Howe advocated in favour of oralism. As a result Clarke

School for the Deaf in Massachusetts and Lexington School for the Deaf in New York prospered. In 1857 Edward Miner Gallaudet, son of Thomas Hopkins Gallaudet was appointed principal of the Columbia Institute for the Deaf and Dumb in Washington D. C. At the age 20 years and played a major role in advocating the use of both the oral and manual approaches.

### **1.3.3 Special Education For Intellectually Disabled:**

In the writings of both the Greeks (in 1552 BC) and the Romans (in 449 BC) conditions of mental retardation were referred (Barr, 1913; Lindman and McIntyre, 1961). In the official records they used the terms like fools' or 'monsters' etc. They were considered incapable of human feeling and therefore undeserving of human compassion. Extermination was the generally accepted practice (Gearheart, 1980, p. 248). Kanner (1964) reported that the rich families kept these mentally retarded for their family amusement and guests and acquired greatness and fame. Chains, cages or sentences of death were the ultimate fate of many retarded people.

According to Whitney (1954) and Davies (1959) early history of mental retardation was full of superstitions After 200 years of Jesus Christ Roman Catholic Churches started to recognize these retarded individuals as the human being and they showed their responsibilities. In fourth century AD, St. Nicholas Thaumaturges (the Bishop and Wonder Worker) is said to have urged giving care and protection to these feeble-minded (Kanner, 1964).

From the thirteenth century European Roman Catholic Churches began to provide asylums to feeble-minded (Kott, 1971). The Bicetre of Paris established by St. Vincent de Paul and his Sisters of Charity was the most famous asylum for the mentally retarded though these were not designed for treatment or education of the retarded. But Protestant Churches hold the view that they "possessed with the devil" and "filled with Satan" and their strange behaviours were because of this. The result was that they were "tortured, tormented and punished in an attempt to exercise the demons within, with only a few exceptions, the mentally retarded were treated with ridicule, persecution, even extermination. In those cases where they were treated more humanly, it often related to inaccurate ideas about some special 'Connection' with God. The idea that they might be worthwhile persons, capable of some learning and with inherent rights as

citizens, did not seem to occur to a society that could only view such differences through the tunnel-vision of superstition" (Gearheart, 1980, p. 249).

In 1798 three men hunting near Aveyron, France, found a naked boy of 11 or 12 years age looking for acorns or other edibles on the forest floor. The boy was taken to the hospital of Saint-Afrique for a short stay. He was then handed over to Professor Abbe Sicard Bonnatere, Professor of Natural History at the Central School of the Department of Aveyron, who stated "sense provides all" observed Victor and refused to accept the idea that Victor's condition was incurable and irreversible. He believed that Victor is a mentally retarded boy because of social and educational neglect and could be reinstated to normalcy by intensive training. After 5 years of intensive training Itard concluded that his experiment was miserably failed since his goals were not accomplished.

Itard Five Point Programme: firstly to interest him in social life, secondly to awaken his nervous system, thirdly to extend the range of his thought, fourthly to lead him to the use of speech, fifthly to make him exercise simple mental operations to satisfy his physical needs.

He intended to develop Victor's functions of the senses, training of intellectual skills and control of emotions. Victor was then placed in the home of Madame Guerin, an assistant of Itard, where he lived for last 20 years and died in the age of 40 (approximate). Itard's experiment developed and paved the path towards three specific avenues.

- a. Development of many excellent teaching techniques.
- b. Increased recognition and enthusiasm for education and training of the retarded.
- c. Encouragement of one of his students, Edward Seguin.

Itard's student Seguin, follower of Abbe de Condillac, Jean Rousseau and Abbe Sicard who supported the ideas of observation, active involvement in what was being studied developed a new teaching approach called "physiologic method" and in 1842 became Director of School for Idiots in Bicetre, a French Asylum. In 1846 he published a book "The Moral Treatment, Hygiene and Education of Idiots and other Backward Children". His work and scholarly writings were so acclaimed that a commission of

scholars from Paris Academy of Science declared that he had solved the problems of "idiot education".

In 1850 Seguin immigrated to the United States, practicing medicine in Ohio and then became the director of Pennsylvania Training School for Idiots and played a major role in establishing new residential schools in New York, Massachusetts, Pennsylvania, Ohio and Connecticut. He then has become the primary President of the newly formed "Association of Medical Officers of American Institutions for Idiotic and Feebleminded Persons" now maximum prestigious American Association on Mental Deficiency.

His efforts influenced Europe to establish institutional movement for retarded in Switzerland in 1839, England in 1846, France in 1834), Germany in 1845, and America 1848 and within the next 8 years in Latvia, Scotland, Netherlands and Denmark.

Before 1900 there were at least four programmes for the retarded in the public schools and in the first three decades of the twentieth century public school provided facilities were firmly provided to the retarded pupils.

Recognition, intervention and rehabilitation of emotionally disturbed children started in early 20th century.

#### **1.3.4 Special Education For Emotionally Disturbed:**

In the 1920s and 1930s emotionally and behaviourally disturbed were first defined, classified and characterized. A volume of study included children's behaviour and their prevalence. During this time various experimental educational plans like resource room, special class and consultative help were initiated (Kauffman, 1977).

In New York City Bureau of Child Guidance was established with the goal of meeting the emotional and psychological needs of school-age youngsters. During 1920s and 1930s classes for the emotionally disturbed children were started primarily in the urban areas and these classes were called as "disciplinary classes".

In 1953 ten teachers' training colleges offered courses on emotionally disturbed in U. S. A. In 1946 New York City organized special schools for emotionally disturbed and socially maladjusted. In 1963 PL 88-164 passed in U.S.A. In this public law there was a provision for training professional personnel including teachers in the area of

emotionally disturbed until the late 1970s school districts attempted to meet the specific needs of the emotionally disturbed.

#### **1.4 Integrated Education:**

Before the turn of 19th century there were a limited number of public schools having special classes for the disabled children. Most of the special schools were residential with only a few having day care facilities. Howe was an outspoken advocate of public day school education. The curriculum of the residential school should conform as closely as possible to that of the public day schools, with added stress on music and crafts; blind students must be trained to take their places in the social and economic life of their communities (Lowenfeld, 1973).

He protested against segregated special education for visually disabled children as this practice has some negative aspects. In his annual report of 1850 he wrote, "Now when a hundred of these children are brought together in an institution for training and instructing them in common, it is manifest that different moral influences begin to bear upon them, and to mould them into new shapes, or rather to stamp deeper certain original peculiarities which the teacher would fain efface. With all the advantages for intellectual culture, there mingle certain influences, which we find to be unfavourable." (Howe, 1851, pp. 14-15).

In 1866 Howe delivered his most memorable lecture. His address was, "All great establishments in the nature of boarding schools, where sexes must be separated; where there must be boarding in common, and sleeping in congregate deformities; where there must be routine and formality, and restraint, and repression of individuality where the charms and refining influences of the true family relationship cannot be had-all such institutions are unnatural, undesirable, and very liable to abuse. We should have as few of them as possible, and those few should be kept as small as possible" (Howe, 1866, p. 38).

In the convention of "American Association of Instructors of the Blind" (AAIB) later named as "Association for the Education of the Visually Handicapped" (1871) Howe strongly advocated in favour of public day school education for sightless children in the cottage system.

In 1911 Bledsoe observed that blind children are perfectly normal and small cottage living units would foster normalcy (Bledsoe, 1911). In the late 1890s in Chicago, parents of blind children demanded a public school for their sightless pupils near their homes. Frank H. Hall, then Superintendent of Illinois School for Blind, requested the educational authorities of Chicago to start integrated schools for the sightless learners.

In 1898 Dr. Alexander Graham Bell in a national convention of National Education Association recommended that educational programs for disable learners should become "an annex to the public school system, receiving special instruction from special teachers, who shall be able to give instruction to little children who are either deaf, blind or mentally deficient, without sending them away from their homes or from the ordinary companions with whom they are associated." Gradually acceptance of disabled children in the public schools increased.

In 1909 Frank H. Hall made impassioned plea in favour of integrated education for blind learners: "Three cities have inaugurated the wise plan of teaching blind children in the public school. I think the method of segregating the blind, keeping them not with the class with whom they will live after they leave school, cutting them off from society, is the greatest mistake that was ever made. The public school is the place where to educate a blind boy associating him with the people, with whom he will associate when he leaves school "(Irwin, 1955, p.149). New York followed Hall's advice was followed in New York. In the next five years other cities also started integrated program in the public schools.

### **1.5 Concept of Inclusive Education:**

The concept of the education as a whole and the integrated education in particular which brought about changes in the attitude of people towards the education of the children with special needs. Some elements of integrated education gave birth to the concept of inclusive education.

The liberal democratic societies of the world were based on the principles of equilateral opportunity and education for all. These principles generated a need to integrate disabled children in appropriate environments and placing them in least restrictive environment suited to their special needs.

## **Meaning and Definition of Inclusive Education**

Inclusive education refers to education for all children without discrimination of attainment, gender or disability in the mainstream school. It minimises exclusion and fostering participation for all children in the culture within a wider framework of support of all children in ordinary schools where children and adults with special needs have equal opportunity to participate in activities. It follows the principle of equalisation of educational opportunity.

### **Inclusion**

“Inclusion means providing all students within the mainstream appropriate educational programmes that are challenging yet geared to their capabilities and needs as well as any support and assistance they and their teachers may need to be successful in the mainstream. But an inclusive school also goes beyond this.” (Stainback & Stainback , 1990)

Inclusion is not a set of strategies or a placement but inclusion is about belonging to the community-a group of friends, a school community or a neighbourhood. Ethlers (1993) defines “three ways to view inclusion: through beliefs and values, through experiences and through outcomes”.

The concept of inclusion has emerged from the ideas of providing equal opportunities to all children keeping in mind their diverse nature of their individual needs. Meaningful inclusion is a collaboration involving special educator, teachers in mainstream education, parents, Para-professionals, related services personnel, administrators and the peers.

### **The Basic Concepts of Inclusive Education**

Inclusive education in special education is a new concept, and also an accepted approach in mainstream education in India.

Inclusion is a different perspective on the education of child with special needs in mainstream schools; Inclusion means all children are welcome regardless of differences in regular school. In inclusion the emphasis is not on treating the challenges but emphasises on changing the environment to accommodate the disability perceiving the challenges as a normal difference.

Inclusive education is a flexible and individualised support system is provided in mainstream schools, imparting an appropriate education for all. Inclusive education considers and responds to the diversity of the children's needs, abilities and differences in their ways and pace of learning.

.Inclusion can be divided into three perspectives in India. They are-

- Physical Inclusion
- Social Inclusion
- Cognitive Inclusion

### **Physical Inclusion**

In physical inclusion a special need child receives continuous promotion, support and facilitation from the government. All the policies and government regulations have implemented free education and compulsory for all children. No institution can deny admission to a child with special needs on account of his or her condition. It will enhance universal enrolment, retention and achievement in school.

### **Social Inclusion**

It refers to acceptance of persons with special needs by all strata of society. In lower socio economic strata, researches indicate that there is greater acceptance of persons with special needs with minimum expectations from them, whereas people from economically upper and affluent class of society have high expectations from persons with special needs and for their acceptance they often do not move beyond .

Efforts are being made to change the attitude of all in the society by undertaking various steps.

### **Cognitive Inclusion**

Cognitive inclusion refers to education of children with special needs in general classrooms with general students in mainstream school. Cognitive inclusion is possible only if the subject-matter is sliced down into smaller learning units and teacher makes sure that each of the micro units of a lesson is learned by all children as per their level of mastery. Each child is given equal opportunity to participate, understand, retain and reproduce the information at an appropriate time and in an appropriate way.

### **Difference between Integrated and Inclusive Education:**

The general educational system acknowledges that education for all types of children including that of children with special needs should come under the mainstream education. In the special school, the special education component is different from the general education, whereas in integrated education, it is a part of the general education. Inclusive education is one step forward.

The journey from 'special school concept' to that of 'inclusive education' is an evolutionary process in the service of students with special needs.

### **Factors Affecting Inclusion**

The factors that are important for the success of inclusive education are as follows:

#### **1. Capacity Building in General Education**

Orienting mainstream classroom teachers on the educational needs of all categories of students with special needs contributes to an effective implementation of this programme. The 'National Council for Teacher Education' (NCTE, 1998) curriculum framework includes the content on special needs children in pre-service teacher training course. Adequately trained, well-equipped teachers will be able to take care of the educational needs of special children in the general classrooms along with availability of appropriate and disability specific assistive devices.

#### **2. Need Based Instructional Strategies**

Inclusion does not just mean enrolling students with special needs in the mainstream classroom, but along with enrolment of the child with specific challenges need to be assisted to adjust with the general classroom, by adopting a child centred approach. Inclusive education can be successful with proper understanding of need based instructional strategies and implementation of the same.

#### **3. Manpower and Material Resource-Exchange**

The successful implementation of this programme based on how all departments concerned may effectively be involved in the holistic development of the child with special needs. Since inclusive education is community oriented, thus its quality depends on the extent of interaction between the different stakeholders that include the ICDS workers, special teachers, regular teachers, medical professionals etc.

#### **4. Family and community**

For an ideal inclusion programme there must be strong collaboration between parent teachers emphasising on the importance of parental involvement. This would help to bring about attitudinal changes on disability related issues in the community, not only among the parents but also among all the individuals concerned.

#### **5. Child to Child Learning**

The influence of general students on the educational achievements of children with special needs and vice versa is important in addition to the services provided by the general classroom teacher and the special educator. The child-to-child method holds good in our condition where the number of students in the classroom is fairly large, when the peers can be the best teacher for enabling the child with special needs to develop proper concepts, aiming at effective achievement levels among them.

#### **6. Integrating children with special needs in General Education System**

The specialist teacher should function as an integral part of the programme at least serving a cluster of schools. She should be treated at par with the regular teacher for inclusion to take place at all levels till the regular teachers are trained to serve students with special needs.

#### **7. Strengthening General Education System for Facilitating Inclusion**

In order to bring about inclusive education to the status of an ideal system special education components to be included in the general teacher preparation curriculum in addition to their general classroom teaching.

So in future the mainstream classroom teachers should be equipped with skills to address the educational needs of students with special needs with minimum assistance of a special educator.

#### **8. Aiming at Education for all (EFA)**

It should be the priority of all concerned that all children with special needs in the age groups (6-14 years) to be identified for schooling for which inclusive education will be the only positive alternative to increase the coverage. The general education system should assume responsibility to meet the educational needs of all children with special needs.

The teachers would surely need occasional assistance of a special teacher to meet the educational needs of all categories of children with special needs.

### **9. Nature of Training Needed by General Classroom Teacher**

For the effective implementation of inclusive education, mainstream classroom teachers need to be trained in understanding the special needs of the children. A special paper on 'Children with Special Needs' in the pre-service teacher preparation course needs to be included.

### **Need and Importance of Inclusive Education**

The society consists of various types of people and likewise various types of children. Children with various types of needs and there be natural and constitutional right for their proper development and growth. The composite growth and development of child's personality largely depends upon the education so for the benefit and well-being of millions of such persons, the system of inclusive education was in need. It is in the interest of the society that we fulfil the obligations of inclusive education with respect to disabled children with a view to allow them a respectable living in their future life.

### **Advantages of Inclusive Education**

In the inclusive education programme, students make significant improvement in the areas of social competence through social play in their cognitive and developmental domains. Following are the areas of importance in inclusive education:

- 1. Social Development:** Students in inclusive education have more opportunities to observe, interact with and learn from students who have acquired higher level motor, cognitive, social, and language related skills in the classrooms.
- 2. Motivation:** Students with special needs improve their behaviour as environment in these schools is more demanding so in inclusive classroom they are more motivated.
- 3. Peer Tutoring:** In inclusive education, there are opportunities to learn directly from other students. Both child doing tutoring and child being tutored benefit.
- 4. Conducive Environment:** Environment in inclusive classroom is more stimulating and responsive than special classrooms where there are only children with special needs.

**5. Professional Help:** In inclusive education, various professionals like teachers, special educators, physical therapists, speech therapists, occupational therapists, psychologists, social workers etc. work together to formulate Individualized Educational Programme (IEP) and execute the educational programmes.

According to Booth "Inclusion is 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." (1996)

Inclusion 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. (UNESCO, 1994)

Inclusive education provides appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. In this system both teachers and learners feel comfortable with diversity and see it as a challenge to improve the learning environment.

Inclusive education approaches to educate students with special educational needs. In the inclusion model, students with special needs spend most or all of their time with general students but schools most frequently accept selected students with mild to severe special needs.

In inclusive education, child has the right to participate in mainstream schools and the school's duty is to accept the child. Inclusion does not support special schools or classrooms to separate students with special needs from other students. A law is implemented upon full participation by students with special needs with respect to their social, civil, and educational rights.

Fully inclusive schools, though rare, no longer distinguish between general education and special education programs instead the school is restructured so that all students are accommodated.

**Inclusive Education rests firmly on nine pillars:**

- i. Involvement
- ii. No discrimination

- iii. Collaboration
- iv. Labelling
  - v. Universal design of school and society
- vi. Synergy
- vii. Improvisation of resources, pedagogy and curriculum
- viii. Openness
- ix. Novumorganon

So, inclusion is a term which expresses commitment to educate each child to the maximum extent appropriate in the school and in the classroom he or she would otherwise attend. It should be with acceptance of all, and in a way which makes the student feel no different from others.

Inclusion is explained from two broad angles. The first refers to- Radical school reform, changing the existing system and rethinking the entire curriculum of the school in order to meet the needs of all children. The second limits education in an ordinary class in a neighbourhood school that a child would normally attend with the additional support and extra attention to address specific needs such as the teaching of self-care or communication skills, not easily taught in ordinary classrooms (Mittler, 1995).

**Nature of Inclusive Education:**

- 1) Inclusive education is the issue of human right and a strategy to develop a child into a balanced personality capable not only surviving in a society but also to compete with others without any fear of failure.
- 2) Inclusive Education not only develops and strengthens moral values like equity, equal opportunity, human rights and healthy and positive attitudes. It eradicates prejudices, biases, racial or social discrimination.
- 3) Education is the fundamental right of every child and must have the access to achieve and maintain an acceptable level of learning. Interests, abilities and learning need must be considered as unique characteristics of every child.
- 4) Students with special needs must be accommodated and have access to mainstream schools.

- 5) The existing pre-service and in-service teacher education curriculum and teacher education programmes to be reviewed and revised to facilitate inclusive education.
- 6) Rationale of Inclusive Education for Different Categories of Children with Special Education Needs is based on sound principles of inclusion viz. social justice, normalization, least restrictive environment, use of age appropriate methods and materials to make that all children can learn at the ease of the teacher.

Movement for inclusive education emerged from Salamanca Conference (Spain, 1994). In India PWD Act (1995), parents' initiative and advocacy organizations are also the sources of this movement. The concept of inclusive education has been known by various terms, such as, normalization, deinstitutionalization, mainstreaming, integration, regular education initiative etc. A significant portion of children with special educational needs receives educational services in the different setting of mainstream schools. Among these children with learning difficulties, emotional and behavioural disorders, physical and health impairments, hearing loss and vision loss, Gifted, creative and talented are well known. In the rural settings children with mild mental retardation also receives educational services in general school.

Inclusive education is an important part for the students with learning difficulties. Different authors established the fact that, the children with learning difficulties can be successfully integrated in the mainstream schools both socially and academically. The teachers should have to prepare in advance for teaching and other related support services. For a successful inclusion for the students with learning difficulties following factors are essential-teachers positive attitudes and perceptions towards inclusive education of these children, adequate teacher preparation and academic adaptations, curriculum flexibility and instructional skills, collaborative partnership between general education and special education teacher education programmes, students support and adaptations, and social - emotional skill development for children with learning difficulties.

The term full inclusion is generally defined as the delivery of appropriate; specialized services to children or adolescents with behaviour disorders or other disabilities in general education settings. These services are usually directed at improving students' social skills, developing satisfactory relationships with peers and teachers, building targeted academic skills, and improving attitudes of non-disabled peers. In the present

concept, there is no real reason for inclusion of students with emotional or behaviour disorder because these students poses no significant management problems for the teachers, does not interfere with the safety or learning of other classmates, and can benefit from a parallel or similar curriculum given to other students in general classroom settings, he or she will be placed in these environments.

Therefore, though most students with behaviour disorders are served in segregated setting, but they should be included in the inclusive set up and teachers should think about the need of students with behaviour disorders (Kauffman and Smuker, 1995).

It is true that in the present system it is not possible for placement of all categories of children with mental retardation in the mainstream class for the entire session. Some of them can be placed with their non-disabled age-mates for some curricular or co-curricular activities for a lesser part of the school day. Some children with mental retardation can attend some academic classes if their IEP teams consider depending on their functioning levels.

It is observed that the skills like social skills, communication and language skills, motor skills, reasoning skills, interpersonal relationship skills of children with mental retardation developed when they trained in the mainstream class with their age-mates. Therefore, nobody can deny the importance of placement of children with mental retardation in the mainstream class.

For successful inclusion in elementary education of children with retardation in mainstream class following points should be considered:

1. Educable Mentally Retarded (EMR) children should receive education in the main stream class with resource support or itinerant teacher support; or in the special class in the mainstream school.
2. The aim of education is the development of academic skill, socialization skill, ADL and personal adjustment skill and vocational skill.
3. The curriculum should include readiness skills, language and speech development, communication skills, concept formation, socially acceptable behaviours, teaching of 3R's, orientation of environment.

4. During the child's progress more emphasis should be given on academic skills and less emphasis on readiness skills.
5. Work habits, vocational training and family life education should be duly emphasized.

Gee(1996), Putnam, (1994), Thousand, Villa and Nevin ( 1994) concluded that the inclusive education set up is beneficial for these children with special needs, as in adult life they have to adjust and interact with the general people. Inclusion promotes interaction skill with the general peers, social and communication skills. They need highly trained teachers, structure environment, planned instructions, in-class peer supports and required assistive devices.

The ultimate goal of training of children with autism is to prepare them to live in their home community and in the least restrictive setting. They have the right to get a free and age-appropriate education in the least restrictive environment according to their age and functioning level so they can be placed in the mainstream education programme with IEP.

Children with visually impaired and hearing impaired can be trained in the mainstream education class, provided they are exposed to adequate early intervention and counselling facilities. Children with mild and moderate hearing loss can be managed academically in the mainstream class. All types of children with visual impairment can be managed in the mainstream class. Specially trained teachers are essential to handle the different needs and problems of children with special educational needs.

### **Models Of Inclusion:**

#### **Inclusion has two models-full inclusion and partial inclusion:**

(i) Full inclusion is applied to the practice of educating students with moderate to severe challenges with their class-mates in the mainstream classrooms in their nearest locality including social, physical and vocational integration and access to all educational, recreational and social activities that occur in school.

Full inclusive education has significant implications for virtually every facet of public education, viz, attitudes and values of parents, teachers, related service providers,

administrators, and peer groups of children with special educational needs about the educability of all children.

**Practicing full inclusion is essential because it includes:**

- a) Age-appropriate placement in general educational settings;
- b) Age-appropriate and functional curriculum and materials;
- c) Instructions in natural settings outside the school;
- d) Systematic data-based instruction;
- e) Social integration;
- f) Integrated therapy;
- g) Transition planning;
- h) Home-school partnerships;
- i) Systematic follow-up evaluations.

**(ii) Partial inclusion means,**

- a) Special need students attend the mainstream class along with their normal peers and will get resource facilities and support services;
- b) Special need students attend special classes for their special education as well as participate in all the programmes and activities of the mainstream school along with their same aged non-disabled peers;
- c) Special need students attend special schools but will participate in the activities and programmes along with their non-disabled peers;
- d) Non-disabled students will come in the special school and will participate in the academic and non-academic activities of the special schools.

**Major Advantages of Inclusive Education**

Inclusive educations help both students with and without special needs.

Inclusive education for Students with special needs helps to form-

- 1. Good peer-relation
- 2. Develop social interaction and communication
- 3. Develops peer role models for academic, social and behaviour skills
- 4. IEP goals are achieved better
- 5. General curriculum is accessed by all

6. Skill acquisition and generalization is enhanced
7. More inclusion in future society
8. Opportunities for interactions increases
9. Increases school staff collaboration
10. Increases parent participation and families are more integrated into community

**Students without special needs also benefits from Inclusion-**

1. Develops better peer-relation.
2. Individual differences are more appreciated and accepted with better understanding.
3. Develops more respect for all special needs peers.
4. Prepares all students for future inclusive society.
5. Opportunities to master activities by practicing and teaching others.
6. Needs for other students are met with greater resources.

**1.6 Components of Inclusive Education:**

**1.6.1 Major Key "Necessary" Components of Inclusive Education:**

1. Students are of their home schools, preferred schooling lessons in which they could be in the event that they did now no longer have disabilities
2. Appropriate helps and offerings to be supplied as in line with individual needs
3. "On-going" making plans for achievement to triumph over issues
  - (i) Issues anticipating solutions.
  - (ii) "Teams" are proactive, addressing wishes earlier than troubles arises.
  - (iii) Team participants actively searching for out records and resources.
  - (iv) All group participants have shared imaginative and prescient for achievement for every student.
  - (v) Classroom, constructing and district choices and making plans shows the needs of students with disabilities.
4. Active participation

Exclusion can appear in a preferred schooling surroundings with all sports designed to be reachable for all students.

5. All college students have a sense of belonging
  - (i) All school students are valued.
  - (ii) Social goals are included inside class sports for all school students.
  - (iii) Adults facilitate inclusion and interactions.
6. Achievement of IEP depends on the individual students within general curriculum.
7. Natural proportions

Same percentage of college students with disabilities is in lessons as are within the general population, now no longer grouped or referred as “inclusion lessons”.

8. Classes get equipped for students
  - (i) Students now no longer ought to get “ready” to be included.
9. Collaboration and group plans

General and unique schooling group of workers have possession of students with disabilities, they collaborate and discuss frequently.

10. Diversity is valued during all environments, sports and events
  - (i) Universal layout and curriculum are applied first.
  - (ii) 1st language is promoted and used in all environments curriculum need to be need based not label based.
  - (iii) All students are considered for assessments and evaluations.

The multiple-intelligence theory is the basis of an inclusive class setting:

The teachers need not to emphasise too much on traditional intelligence, i.e., linguistic and logical-mathematical only. The child can do better in other areas also as there exists other intelligence to design learning and teaching strategies after taking into account the variety of materials and methodologies linked with these intelligences. Most children are capable of using all these methods of learning, but not always and not with the same degree of acceptability. An inclusive school provides opportunity for these intelligences (Jha, 2002, pp. 134-136).

### **1.6.2 The Curriculum for Inclusion :**

According to David Mitchell -

- The curriculum is made accessible to all children considering the diverse and common desired aspirations, interests and back grounds of all pupils.
- To make a curriculum accessible the principle of modification, substitution, omission and compensation to be followed.
- To assist children with special education need to develop social skills and to reduce or eliminate disruptive behaviour.
- To develop strategies for working with children with special educational needs.
- To assist children with special educational needs, to participate in community life and to make a successful transition to post-secondary school years.
- To develop flexible curriculum to enable all learners of different abilities, to acquire knowledge, develop understanding and inculcate skills, positive attitude, values and habits conducive for their holistic development.
- To select right medium of instruction, context, curriculum adaptation, evaluation procedure, classroom environment, textbooks, curriculum presentation formats etc. are the other factors that need to be considered. (David Mitchell, 1999)

According to Ferguson, (1996) Learning through such curriculum is likely to influence students' lives outside school. The development of curriculum in this manner brings in individualised learning and facilitates inclusion. In the school level the curriculum should recognize the differences of abilities, aptitudes and needs of individual pupils while at that grass root level the primary focus should be on organizing the transaction of curriculum in the manner that recognizes pupils' different learning styles (Jha, 2002), abilities to work in groups, communicate effectively, solve problems and produce creative and high quality work the outcome-based approach and not in the topic based. In an outcome based approach debate on curriculum modification and adaptation in content for children with disabilities and learning difficulties no longer remains relevant, all get a chance to participate in schooling and achieve their potential as well as the broader objectives of the curriculum (Mittler, 2002).

### 1.6.3 Planning for Instruction for Inclusion :

Phases for designing effective teaching interventions:

- Identify curriculum priorities
- Establish long-term goals
- Analyse curriculum
- Identify students' performance learning
- Establish short-term instructional objectives
- Introduce effective instructions
- Monitor progress
- Review program details

Foreman believes that planning for inclusion of all students succeeds when teachers in a school are:

- Aware of the Commonwealth, Central, State and Local Government requirements related to the education of students with special needs;
- Aware of the services available through Commonwealth, Central, State and Community network;
- Aware of the general needs of all children in the school;
- Aware of the specific needs of students who may either temporarily or permanently risk advantage through disability or circumstances;
- To reflect this awareness for the development of inclusive practices within the school and within classroom. (Foreman, 1996)

### 1.6.4 Strategies for Inclusion:

For Inclusion in classrooms the following teaching strategies can be taken into account:

**(1) Whole Class Inclusive Teaching:** In this technique the whole class can be taught by carefully using interactive dialogue mode or brainstorming. In this technique the art of questioning is an important teaching tool. Teachers should ask open ended questions to encourage children to think, show patience and should not expect immediate and quick answers. A positive sympathetic attitude of the teacher is essential. During questioning, question-pause-prompt praise technique could be used.

**(2) Group/Cooperative/Collaborative Learning:** In a group heterogeneous multi-grade and multi-age children are included. The group shows the same degree of academic efficacy as the single grade classrooms but 'appear to be more beneficial in the areas of self-esteem, affective development, attainment of social skills, and helps students understand and appreciate that each of them has different skills and abilities in different subject areas' (Berres, 1996). The group is "beneficial to learning and highly effective way of promoting inclusive classroom" (Marvin, 1998).

### **Types of Groups**

- (a) Seating Groups:** Children sit together, but are engaged in separate tasks and produce separate and often quite different outcomes.
- (b) Working Groups:** Children tackle similar tasks resulting in similar outcomes but work independently.
- (c) Cooperative Groups:** Pupils have separate but related tasks resulting in a joint outcome.
- (d) Collaborative Groups:** Children have the same task and work together towards a joint outcome.

Most of the researchers are in favour of cooperative groups (Jangira and Jangira, 1995; Marvin, 1998; Wolberg and Paik, 2000) as it has the following advantages (Jha, 2002, p. 144):

- Helps in creating opportunities for children to formulate and share their ideas;
- Encourages mutual respect and sharing of skills;
- Raises self-esteem;
- Promises emotional integration in a democratic environment;
- Self-sustaining and develops independence;
- Giving teachers' time and scope to address needs of individual children;
- Develop socialization skills and are benefited by working cooperatively.

**(3) Peer Tutoring/ Child-to-Child Learning:** This pedagogical technique has been in practice in different names such as mutual instruction, cross-age teaching/tutoring and reciprocal assistance. According to Wagner it can be defined "as the concept of students in formal and/or informal school learning situations that are delegated, planned

and directed by the teacher". Peer tutoring/Child to-child learning can be used at two levels:

- (1) A student teaches another student in a school setting under the overall supervision of a teacher,
- (2) The students take it up as an out-of-class activity but integrated with the school curriculum and reach out to the community to teach out-of-school children.(Wagner, 1982)

Wagner (1982) and NCERT (1993) listed the following advantages/potential of this pedagogical technique:

- (i) Peer-tutoring is often effective in teaching children who do not respond well to adults (Wagner).
- (ii) Peer-tutor can develop a deep bond of friendship between the tutor and the person being helped, the result of which is very important for integrating slow learners into the group.
- (iii) Child-to-child deals with the active aspect of learning where a child asked questions and moves out of the class room into the community and back to the school again. Formal and non-formal education merges together (NCERT).
- (iv) Child-to-Child Learning is effective in reaching out to girls, disabled children and other deprived group.
- (v) Older children should be given the responsibility of escorting the younger ones (and the disabled children) to and from school; and this would encourage parents to send their wards to school (NCERT).
- (vi) This child-to-child approach should be integrated into classroom teaching/and learning activities; this would make attending school more interesting and stimulating and therefore, help in the retention of potential dropouts (NCERT).
- (vii) Wagner said, "Peer tutoring takes pressure off the teacher by allowing her to teach a large group of students; at the same time, it allows the slow learners the individual attention they need."
- (viii) Wagner said, "The tutors benefit by learning to teach, a general skill that can be very useful in an adult society."

- (ix) “Peer tutoring happens spontaneously under cooperative conditions, so the teacher does not have to organize and manage it in a formal continuing way” (Wagner).

According to Jha (2002, p. 147), this pedagogical technique can be used at two levels:

1. A student teaches another student in a school setting under the overall supervision of a teacher and,
2. Students take it up as an out of class activity but integrated with the school curriculum and reach out to the community to teach out of school children.

Either in general education or in inclusive school teacher should follow certain guidelines to establish peer tutoring (Wagner, 1982)

- (a) Teachers should create a mental setup among the students that they can learn from each other.
- (b) Teachers should work out potential details.
- (c) Skill in creative organization should be developed.
- (d) Do not undermine the tutor's efforts,
- (e) Recognition should be given to the tutor's work.

**(4) Activity-based Learning:** Activity-based learning could be defined as 'any learning process in which children feel intimately, involved and the process is free from control, i.e., the process takes place in the joyful learning. In activity based teaching the key word is 'to do'. Activities need to be meaningful, interesting and require an application of mind.

**(5) Team Approach/Problem Solving:** In this approach the support teacher/resource teachers should work in team with regular teachers and see the difficulties experienced by children with special needs as potentially highlighting problem areas of the curriculum which could be developed to the benefit of all (Hart, 1992b).

**(6) Equity in Assessment/Examination:** For any inclusive class there should not be any inequity in assessment/examination. It is not fair if right approach is not taken in assessing a child from backward class or with disability.

For maintaining equity aspects in examinations for children with special needs, following principles can be kept in view:

- Special arrangements should remove the impact of disability as far as possible.
- Arrangement should not give undue advantage also.
- Precise needs to be established in each case.
- Different subjects and different methods of assessment would address different demands of students.
- If a student is not in a position to particular mode of assessment, an alternative procedure should be specified.
- Special provisions can relate to time and means of access to questions.
- Means of presenting responses may include recording to answers on tape recorder, dictation to a scribe etc.
- Sometimes alternative accommodation or time arrangements may require to be made.

In order to become more inclusive, schools must accept that they are responsible for ensuring all children are in school and learning. In order to accomplish this: (Holdsworth, 2001)

**(i) Teachers need to follow:**

- (a) More active child centred teaching methodology.
- (b) To plan for diversity and difference as children learn at different rates and in different way.
- (c) Plan activities as per the lesson rather than by the book.
- (d) Coordinate with families and the community to ensure children are in school and their learning is optimised.
- (e) Consider individual needs so that they can take part in all school activities and are helped when necessary;
- (f) Be very flexible and creatively respond to all children in the classroom;

**(ii) Administrator needs to:**

- (a) Ensure all local children are identified and admitted to school and helped to continue if difficulties occur;

- (b) Ensure teachers' workloads are suitable and not too much;
- (c) Reward good teachers without causing unwanted side effects;
- (d) Encourage teachers to be flexible and creative;
- (e) Provide in-service training and provide some on-going support for teachers to work in new ways;
- (f) Ensure all assessment systems are equally flexible so that children's achievements are recognised;
- (g) Coordinate with other sectors and services.

In the inclusive classroom teachers can follow following possible strategies to give optimum opportunities to all the learners present in the classroom. These are (Mukhopadhyay, 2002);

- (a) Duplicate as far as possible,
- (b) Modify without changing concept,
- (c) Substitute giving approximately same experience, and
- (d) Omit under unavoidable circumstances.

For visually impaired children these strategies can be worked through compensatory experiences, additional verbal instruction, appropriate learning materials in tactile form, three dimensional aids, simulating situations, auditory information supplemented by verbal explanation and all remaining faculties which do not demand vision as the primary source of input information.

#### **1.6.5 Modification in Classroom Environment for Inclusion :**

The setting up of the classroom requires a lot of insight on the part of the teacher to make the whole environment of the classroom conducive to effective learning. Students with hearing impairments should be able to see the teacher so that he/she could see the lip movements of the teacher, a child in a wheelchair should have enough space to do writing work and move around if needed be. All these will help in development of competencies and learning various skills at a much faster pace.

If following aspects can be practiced the classroom will be inclusive in a true sense.

- Teachers' roles have changed to one in which they 'direct' and 'facilitate the activities rather than dominate them.

- Children must be active and involved in all the various classroom activities and their contributions should be valued and encouraged.
- Teachers' should study the children' responses and understand to individual children. Choice and creativity should be encouraged.
- A mixture of autonomy and help must be available by the learners.
- Cooperation among children should be encouraged. (Holdsworth, 2000)

#### **1.6.6 Creating a Welcoming Environment:**

For a school to become truly inclusive, it requires a welcoming climate where each learner is respected and supported need to be develop to achieve his/her potential. It is important to foster understanding about the principles of inclusive education among all teachers, schools, staffs, students, parents and the local community. Creating a barrier free environment is an essential factor for developing welcoming environment.

#### **1.6.7 Capacity Building of Education Personnel :**

Training of popular instructors is essential for growing integrating and inclusive surroundings for the training of disabled kids in mainstream schools. RCI in collaboration with MPBOU advanced Foundation Course (FC-SEDE) of 3 months period to educate instructors of mainstream. National Council for Teacher Education (NCTE) suggests that the pre-provider instructor preparation direction ought to consist of content material on unique desires kids. DPEP and SSA conduct 4 to 6 days extensive schooling for the mainstream instructors to orient for inclusion in training.

The popular schooling goals of this schooling are to:

- (a) Create recognition amongst all pupil instructors approximately teaching kids with unique desires;
- (b) Equip pupil instructors with talents to control moderate and fairly disabled kids' within the popular classrooms;
- (c) To put together useful resource instructors to serve precise classes of disabilities; and
- (d) To put together multi-category useful resource instructors to educate a couple of category.

Teachers hence skilled will be in a function to attend to the academic desires of all kids including the kids with unique desires too in popular lecture room if appropriate incapacity precise assistive gadgets are made available.

The improvement of a more inclusive training device additionally calls for schooling and retraining of all training personnel. Curriculum, evaluation and assessment procedures, support services, investment mechanisms and typical administrative frameworks want to be adjusted to facilitate the improvement of inclusive training. Administrators and training managers from Ministries of training, nearby Governments, district services, voluntary organisations, NGOs etc. want to be brought to the precept of inclusion and its implications to the device at different levels.

#### **1.6.8 Parental and Community Involvement :**

Morrison defined parent involvement as the process of actualizing the potential of parents, of helping parents discover their strengths, potentialities, and talents and of using them for the benefit of themselves and the family. (Morrison, 1978)

Bronfenbrenner's research evidence indicates the family is both the most effective and economical system for fostering the development of the child.(Bronfenbrenner, 1975)

Nanda in 2003 in his survey study observed that the parents are mainly interested in educational and vocational rehabilitation of their special need child and they believe that their active participation in education and therapeutic programmes are essential and the school authority should actively think about parental training to achieve the goal of parental participation.

#### **1.6.9 Provision of Adequate Support :**

Salamanca Statement (Article 9) brings to attention the need for schools to provide adequate support and materials for children with special needs to ensure their effective education. For arrangement of such support resource mapping and resource mobilization are needed.

“Locally made low cost and no cost teaching and learning materials can enhance considerably the quality of the learning/teaching process and provide satisfaction of the work done for learners and their teachers.” (Takahashi, 2001)

### **1.6.10 Developing Policies and Legislations to Support Inclusive Education:**

All the National level, Government of India accepted right to equality and non-discrimination as fundamental rights under the constitution which provide sound framework for 'ALL' children to learn together.

According to Salamanca Statement, UNESCO (1994), “The most effective means of combating discriminatory attitudes creating welcoming communities, building an inclusive society and achieving education for all.”

The Directive Principles also talk of the state’s duty to provide education to 'All' children up to the age 14 (Kothari Commission, 1966) in a regular school system (Supreme Court, 1992 AIR [SC] 1630; National Education Policy, 1968; The National Policy on Education, 1986; The Ramamurty Committee [MHRD], 1990) irrespective of caste, creed, sex, location (National Education Policy, \*1968), ability or disability (Kothari Commission, 1966) to secure equality and social justice in education (MHRD, 1990) and to accept the philosophy of Zero rejection' (PL: 94-142, 1975).

### **1.6.11 Barriers to Inclusion in Education :**

#### **1. Attitudes**

Negative attitudes lead to social discrimination due to lack of awareness and traditional prejudices. Greatest barriers to inclusion are caused by society.

#### **2. Physical Barriers**

The vast majority of centres of learning are physically inaccessible to many learners, especially to those who have physical disabilities. Environmental barriers included: doors, passageways, stairs and ramps and recreational areas.

#### **3. Curriculum**

The curriculum is generally designed and rigid, with little flexibility for local adaptations or for teachers to try out new approaches.

#### **4. Teachers**

Teachers' abilities and attitudes can be major limitations for inclusive education. The training of staff and teachers are inadequate.

## **5. Language and Communication**

Teaching and learning often takes place through a language which is not the first language of some learners. Second language learners are particularly subject to low expectations and discrimination.

## **6. Socio-economic Factors**

With poverty and high levels of unemployment is seen where inadequacies and inequalities in the education system.

## **7. Funding**

Lack of schools or inadequate facilities, teachers, qualified staff, learning materials and absence of support system a major factors are due to serious shortages of resources.

## **8. Organisation of the Education System**

An education system inhibits change and initiative. Taking decisions is the responsibility of the highest level and the focus of management remains orientated towards employees abiding with rules rather than on ensuring delivery of quality service.

## **9. Policies as Barriers**

Policy makers do not understand or accept the concept of inclusive education, so they are unable to implement the inclusive policies. In some countries there may still exist policies where the authorities have the right to declare that some children are 'uneducable' for children with severe intellectual disability. In some countries, the education of some specific groups is the responsibility of another authority than the Ministry of Education. So this leads to a situation where some learners are not allowed to attend in mainstream school and, consequently, they do not have equal opportunities for further education or employment.

### **1.6.12 Measures for Overcoming the Barriers :**

#### **1. Attitude**

For more inclusive system requires a new approach in attitude. Only placing children with special needs within the school system will not lead to meaningful inclusion. In

order to change the school system, the attitudes of the stakeholders must be changed by creating awareness of the potential benefits of inclusive education for all students.

## **2. Physical Access and Learning Environment**

Simple ramps and internal classroom arrangements can easily help to remove in learning participation. The improvements in the physical environment of the centres of learning, such as the design of the building, the availability of water, electricity and toilet/sewerage facilities will enable students to participate in the learning activities in the school. These changes benefit all students.

## **3. Curriculum and Assessment**

As stated in the Expanded Commentary on the Dakar Framework for Action, Para 33, “In order to attract and retain children from marginalized and excluded groups, education system should respond flexibly. Education system must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners.”

## **4. Teacher Training and Support**

In addition to re-train in curriculum and evaluation, teachers need to be trained to change their attitude towards special needs children.

Teachers need assistance for their work in terms of information and background materials so that they can prepare their lessons and update their knowledge. Also locally made learning/teaching materials can be used for the learning/teaching process.

## **5. Community Involvement**

Inclusion needs community participation. The community needs to accept the concepts of inclusive education to their specific situation. Leaders within the community provide strong support for the process then teachers, other staff and the community are more likely to devote the time and resources necessary for inclusion

## **6. Family Involvement**

Schools need to be connected to the families and communities to which the child belongs. It is difficult to get the families of the most marginalised students involved.

Promoting adult education for carers might facilitate them getting involved in the life around the school.

### **7. Training within the Education System**

To achieve changes within the education system towards inclusion, the stockholders in the education system must understand and support the concept of inclusion. Administrators and education managers from ministries of education, local governments, district services, voluntary organisations, NGOs, etc. different levels need to be oriented.

### **8. Policy Changes**

To assist the process of inclusion needs a change of the education system as a whole. Inclusive education ties closely together with the goal of Education of All to guide the EFA national action plans.

The government needs to plan and set inclusive principles and more practical aspects to guide the transition process to achieve inclusion. The principles of inclusion, set out in international declarations, need to be implemented according to individual countries

### **9. Policy and Legislation**

The national policy on inclusive education should be included in international legislation and policy.

According to the Convention on the Rights of the Child (UN, 1989) and Rule 6 of the UN's Standard Rules, "the Equalization of Opportunities for Persons with Disabilities" (UN, 1993) provides equal rights for children and adults with disabilities and for the provision of an integrated school setting.

It is necessary to strengthen policies and legislation for inclusive education both to improve coordination between the government and schools for implementing, and increasing for effective monitoring and evaluation.

#### **1.6.13 Teachers Education:**

Teachers need to be trained in both pre-service training and in-service training. Pre-service training includes the preparation necessary for teachers to change traditional

attitudes towards student diversity and increase their understanding of inclusive education. In-service training includes on-going support for teachers in developing and implementing inclusive education. It also encourages collaboration in schools between teachers and administrators.

#### **1.6.14 Curriculum Development :**

Curriculum for inclusive schooling desires to be designed for students to research ideas with different strategies primarily based totally at the student's needs and getting to know the learning technique. It is crucial that the curriculum is universal design.

The important components of precise curriculum improvement:

- Flexible curriculum aids the improvement of an inclusive curriculum to know surroundings through adapting to the community context and desires of the individual student.
- Bilingual schooling in a network where multiple languages are spoken is a critical answer to the hassle of exclusion because of language barriers.
- To collect simple knowledge and skill, extensive not unusual in the curriculum must be framed.
- Assessment of individual development within the schooling curriculum are in reference to simple abilities and knowledge level.

Data Collection and Statistics within the EFA framework, member states are obliged to set up national “Education Management Information Systems” (EMIS) to systematically gather statistical data to help in school system and monitoring.

#### **1.6.15 Language and Education :**

Language is used to shape ideas, perceptions and attitudes. However, positive and respectful attitudes can be shaped through careful use of words.

Impairment, disability and handicap are often used interchangeably. The World Health Organisation (WHO) carefully defines these three words, but these are no longer acceptable in terms of human rights and respect for difference and diversity.

### **1.6.16 Local Capacity Building and Community Development :**

Community involvement is important in planning activities and providing services such as education health, and skills training for building local capacity and to build effective and transparent societies. To enhance this process a space is created for meaningful participation and empowerment of all groups in the local society.

Community-based programs strengthen cooperation between schools and the community, teacher-student relationships, children's rights and increase enrolment and motivation in learning. Locally based programs allow decentralization of curriculum development and educational innovation for more flexible and appropriate designs.

#### **Community Learning Centres**

Community Learning Centres (CLCs) provide learning space outside the formal education system to reach normally excluded groups, such as pre-school children, out-of-school children, women, youth, and the elderly. CLCs conduct community empowerment and social transformation programme by providing education and training at the local level based on the needs and resources available.

#### **Human Rights-based Education**

Inclusive education is based on human rights standards and principles as defined by “International Human Rights Treaties”. The most relevant treaties are as follows:

- Article 26 of the Universal Declaration of Human Rights (1948)’ calls for the “Right to Education without Discrimination for Everyone.”
- Article 28 of the Convention on the Rights of the Child (1989)’ stipulates “a Child's Right to Education.”
- Article 13 of the International Covenant on Economic, Social and Cultural Rights (1966)’ guarantees “The Right to Education for Everyone.”
- The Dakar World Declaration on Education for All (2000)’ reiterates the concept of education as a “Fundamental Human Right.”

UNESCO's Activities to promote inclusion are-

- To support the implementation of rights-based education in the region

- To organize seminars, meetings and conferences for capacity building and sharing experience
- To promote participation in the design and implementation of the ‘UN Inter-Agency Asia-Pacific Lessons Learned Project (LLP)’
- Promoting human rights education
- Publishing manuals and other materials

According to analysis of the status of special and inclusive education and the documentation of inclusive model the key observations are:

- Central and state governments have taken a number of steps to improve the enrolment, retention and achievement of children with disabilities but they need to develop interlinks and collaborations among various organizations to prevent duplication and contradictions in implementing the programme.
- Most services for children with disabilities are concentrated in urban areas or near to district headquarters but in rural areas do not benefit from these services.
- There is a lack of consistent data on the educational status of children with special needs and this makes it difficult to understand the actual problem, and to make appropriate interventions.
- Special schools and integrated schools for children with special needs have developed over the years. It is only in recent years inclusive education has gained momentum over the last decade.
- Community involvement with government agencies and NGOs has been working together in promoting inclusive education.
- There are many schools with a large number of students in each classroom with few teachers which is an additional workload for teachers.
- Implementation of sensitization programme towards disability and inclusion issues and effective are important concerns.
- Intervention varies with different disabilities. There are not adequate trained personnel to meet the needs of different types of disability.
- The curriculum lacks in flexibility to deal with the needs of children with disabilities.
- Families are not aware of their child's particular challenges so there is a need to sensitize parents and community members about the early identification, intervention and education of children with disabilities.

Considering the above points, the following recommendations need to be implemented in order to move towards education of children with special needs in inclusive settings:

- Inclusive education is not an alternative but inevitable in providing basic education to all children.
- Collaboration needs to be built between special schools and inclusive schools and between community-based rehabilitation programmes and inclusive education.
- Developing public policies, supportive legislation and budgetary allocation needs to be in accordance with prevalence of special education needs.
- Education of children with disabilities should be the responsibility of the Department of Ministry of Welfare to promote support activities to implement inclusion.
- For inclusion to work it is essential that issues related to infrastructural facilities, curriculum modification and educational materials should be considered.
- For effective implementation at all levels should be ensured through regular evaluation based on performance indicators specified in the implementation programme.
- Priority should be given on school-based interventions as part of regular education programmes with stakeholder participation, community mobilization, and mobilization of NGO, private and government resources.
- The training of teachers at pre-service and in-service levels should address the issue of education of children with disabilities, the methodology to be adopted for identifying children with disabilities, classroom management, use of appropriate teaching methodologies, skills for adapting the curriculum, development of teaching-learning materials that are multi-sensory in nature, evaluation of learning so that teachers are better equipped to work in an inclusive environment.
- Orientation and training programme to be arranged for policy-makers, education department officials, both at the state and block level, teachers, grass root workers, parents, special school teachers, Para-teachers and other individuals.

- There is a need to explore alternatives such as training Para-teachers, tele-rehabilitation programmes, and exploring strategies for distance education.
- It is required to prepare the children for early childhood intervention before enrolment so that they do not drop out from school.
- Simultaneous implementation, and consistent monitoring, reinforcement and coordination between government departments and NGOs at national and state levels to strengthen inclusive practices.

## **1.7 Movements towards Inclusive Education :**

### **1.7.1 International Perspectives:**

The ideas about inclusion of special education need (SEN) children have been given a great deal of support over the years in many previous international policy documents. Some of these are:

First and foremost Children with special needs are worthy of equal respect, opportunities, treatment, status and place.

#### **Universal Declaration of Human Rights (1948)**

Article 3 of the declaration states:

“Everyone has the right to life, liberty and security of person.” But without the right to education, right to life is meaningless.

According to Article 26 of the declaration, “All human beings are born free and equal in dignity and rights.” They are endowed with reason and conscience and should act towards each other with the spirit of brotherhood.

#### **UNESCO'S Declaration of The Rights of The Child (1959)**

According to UNESCO'S Declaration of The Rights of The Child (1959) Article -1 states - “every child, without any exception whatsoever, shall be entitled to this rights without distinction or discriminations on account of race, colour, sex, language, religion, political or other opinion or social origin, property, birth or others status, whether or himself or his family.”

### **Convention of the Rights of the Child (1989)**

This Convention of the Rights of the Child becomes ratified with the aid of using South Africa in 1995. This means that the South African Government is needed to convey its legal guidelines into line with the Convention's provisions. Section 23 of the Convention addresses “Children with disabilities and forbids discrimination in opposition to them, and offers for their welfare and for remedy with dignity.”

### **The World Programme of Action concerning the persons with disability**

The World Programme of Action concerning the persons with disability provides a policy framework aimed at promoting “effective measures for prevention of disability, rehabilitation and the realisation of the goals of full participation.”

### **The United Nations Standard Rules on Equalisation of Opportunities for Persons with Disabilities (1990)**

The United Nations Standard Rules on Equalisation of Opportunities for Persons with Disabilities (1990) set international standards for a national planning process. The Rules are not legally binding on South Africa. They express important principles of full participation and equality for people with disabilities. The Rules guide a country in developing policies and offer a monitoring system to ensure they are effective.

### **The South African Constitution**

Several sections of the South African Constitution provide protections for children with special needs.

Section 9 guarantees “equality for all people and forbids discrimination based on a person's disability.” Section 10 guarantees “every person's right to have their human dignity respected.”

Sections 22 and 29 give all people “the right to choose an occupation freely and to have a basic education. Discrimination in these areas is unconstitutional.”

Section 28 provides “basic rights that apply to all children. These include a right to care, to basic nutrition, to health care, to shelter, to social services and to protection from maltreatment. Each of these rights applies to children with disabilities.”

Children with special needs are worthy of equal respect, opportunities, treatment, status and place. They have Rights to regular education-

**Moral Right:** Children with special needs to benefit from the same experiences those are for all students for the same cause. They will also benefit from avoidance of the same undesirable experiences for the same cause. Inclusive education helps to enhance opportunities for socialization and friendships. It also helps to increase a sense of belongingness and provides appropriate modelling of social, behavioural and academic skills.

**Civil Right:** Civil Right must be accessible to all children. Access should not be based on disability. Children with special needs have a right to go to the same schools and classes as their friends, neighbours, brothers and sisters. They have a right to equal opportunities.

**Parental Right:** Parents have a right on their own children, to access the least restrictive environment with supports and services for their children to successfully achieve their individual educational goals. They will always have far longer and greater responsibility of their child's future, than any system or paid professional. They are also partners of the IEP team.

**Ethical Right:** Every person with special needs has the right to be belonged, valued and enhancing their overall quality of life, in general education classes, with acceptance of diversity. It teaches children how to function together with others of different challenges.

Source: Rights to Regular Education, KIDS TOGETHER, Inc.

### **The Individual's with Disabilities Education Act (IDEA, 1975)**

This act passed in 1975 (as PL: 94-142) amended in 1997 states “Children with disabilities are to be educated to the maximum extent with children who do not have disabilities. Beginning in July of 1998, Congress requires that IEP's include a statement describing how the child's disability affects his/her involvement and progress in the general curriculum and a statements of goals and objectives that is related to enabling the child to be involved and progress in the general curriculum. GET PREMIUM

More Accurate 10XFaster No Ads Priority Support Unlimited Sessions 25,000 Words Limit. The statement of services in the IEP must also include a statement of the supplemental aids and services that will be provided for the child and a statement of the programme modifications and supports for school personnel that will be provided for the child to be involved and progress in the general curriculum and to participate in extracurricular and non-academic activities beginning in July of 1998.”

### **Warnock Committee Report (1978)**

Mary Warnock opined “ordinary schools must expect to cater for more children with special needs and the whole concept of the children with difficulties must be a natural part of the comprehensive ideal. Report recommended that the great majority of children with special educational needs will have to be not only identified but also helped within the normal school.”

Though Warnock Committee recommended for the abolition of statutory categorization and in its place introduce a new term-children with “special education needs” (SEN) but did not exactly defined the term. For understanding the concept of SEN they only give a framework “Special educational needs be seen not in terms of a particular disability which a child may be judged to have, but in relation to everything about him, is abilities as well as disabilities - indeed all the factors which have a learning on his educational progress”

The Warnock Committee Report (1978) included children with disabilities as one of its three top priorities. The reasons given were that early identification and detection of children 'at risk' prevented special needs developing later. “Great emphasis was placed on the earliest possible intervention, suggesting that every effort should be made to absorb disabled children into nursery schools in the areas where they lived” (Mithu Alur, 2002).

The Education Act of Britain (1996) defined special educational needs, learning difficulty and special educational provisions as follows:

1. A child has special educational needs if he/she has a learning difficulty, which cause for special educational provision to be made for him/her.

2. A child has a learning difficulty if he/she: a) Has significantly greater difficulty in learning than the majority of child of the same age; b) Has a disability, which either prevent or hinders the children from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; c) Is under age five and falls within the definition at (a) or (b) above or would do if special educational provision would not made for the child.
3. Special Educational provision means: a) In relation to a child who had attained the age of two years, educational provision which is additional to, or otherwise different from, the educational provision made maintained by the local education authority concerned; b) In relation to children under that age, educational provision generally for children of his age in schools of any kind.

### **UN Convention Programme of Action Concerning Disabled Persons (1983)**

Article 120 states, “Member states should adopt policies which recognize the rights of disabled persons to equal educational opportunities with others. The education of the disabled should as far as possible take place in the general education system.”

### **UN Convention Programme on the Rights of the Child (1989)**

According to the UN Convention Programme on The Rights of the Child (1989) Article 2, “The right not to be discriminated against.”

According to the Rights of the Child Act (1989) the Article 9, states “The right to live within his/her family and the right of a disabled child to have special care.”

The Rights of the Child Act (1989) the Article 23 states, “The right to education and training to help him/her achieve the greatest degree of self-reliance and social integration possible.”

The Rights of the Child Act (1989) the Article 23 1/3 states, “State Parties should ensure that the disabled child has effective access to and receives education, training, health care services in a manner conducive to the child's fullest possible social integration. ”

The Rights of the Child Act (1989) the Article 29-30 states, “Education shall aim at developing the child's personality, talents, mental and physical abilities to the fullest extent.”

With the implementation of the act, the education shall prepare the child for an active adult life in a free society and foster respect for their cultural identity, language, values, the cultural background and value of others.

### **The Jomtien World Declaration on Education for All and Framework for Action to meet Basic Learning Needs (1990)**

According to the Jomtien World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs (1990) a worldwide consensus on an expanded vision of basic education and a renewed commitment to ensure that the basic learning needs of all children, youth and adults is met effectively in all countries. The Jomtien World Declaration on Education for All and Framework for Action to meet Basic Learning Needs (1990) the Article 3 states, “The learning needs of the disabled demands special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.”

### **The Standard Rules on the Equalization of Opportunities for Persons with Disability (1993)**

The Standard Rules on the Equalization of Opportunities for Persons with Disability (1993) declaration clearly states, “General education authorities should take the responsibilities for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national education planning, curriculum development and school organization.”

Article-26 (in introduction) states, “They (persons with disability) should receive the support they need within the ordinary structures of education, health, employment and social services.”

Rule - 6 states,

“States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated

settings. They should ensure that the education of persons with disabilities is an integral part of education system.”

According to the Salamanca Statement and Framework for Action on Special Needs Education (1994), “Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain acceptable level of learning.”

According to the Salamanca Statement, “Every child has unique characteristics, interests, abilities and learning needs.”

This also states, “Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.”

According to the Salamanca Statement, “Those with special educational needs must have access to regular schools which should accommodate them within child-centred pedagogy capable of meeting these needs.”

This also states, “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 the children and improve the efficiency and ultimately the cost effectiveness of the entire education system.”

According to the Salamanca Statement, “Educational policies at all levels should stipulate that children with disabilities should attend their neighbourhood school that is the school that would be attended if the child did not have the disability.”

According to the Salamanca Framework for Action the Article 6 states, “Experience in many countries demonstrates that the integration of children and youth with special needs is best achieved within inclusive schools that serve all children within a community. It is within this context that those with special educational needs can achieve the fullest educational progress and social integration.”

The statement calls upon the governments and international communities to promote inclusive schooling through various measures including development of policies and legislation; mobilization of financial resources; development and implementation of demonstration project of inclusive schools, ensuring active participation from the

community, parents and organization of persons with disabilities; capacity building of educators; and dissemination of information.

### **World Summit for Social Development (Copenhagen, 1995)**

"... we will ensure equal educational opportunities at all levels for children, youth and adults with disabilities, in integrated settings taking full account of individual differences and situations" (World Summit Declaration, Commitment - 6).

### **Interregional Programme for Disabled People (UNDP, 1995)**

"Disabled persons must not be excluded from sustainable human development programmes. However, certain changes and considerable efforts are called for if they are to successfully integrated in mainstream programmes, and to be provided with public services that will cater to their specific needs" (Draft Guide P.V.).

### **The E-9 Conference (Brazil, 2, February, 2000)**

The E-9 Conference, which includes India, took a first step in the right direction by declaring total inclusion of children with special needs in the mainstream schools as one of the main goals of Education for All.

#### **1.7.2. Indian Perspectives :**

Among 90% of India's 40 million children aged 4-16 years with physical and mental challenges are not in admitted in school. Majority of them are drop out because of school policies and over-anxious parents of general students have consistently discouraged them from getting admission in the mainstream school. Social Justice and Equity Clause of the Constitution of India demand that India's physically and mentally challenged children, should be given access into primary and secondary schools instead nine-tenths of them are systematically excluded.

The Kochi conference followed by the successful North South Dialogue 1 held in Mumbai (February-March 2001). The objective of the North South Dialogue 1 was to examine models of inclusive education in countries in the industrialised northern hemisphere i.e. UK, Canada, Norway etc. and in developing countries in the southern hemisphere. The objective of the 2nd dialogue was to focus on how the ideology and philosophy of inclusive education can be implemented through changes in classroom,

school, and community values and by influencing local, state and national governments.

Both the North South dialogues on inclusive education have been accepted by the Mumbai-based NRCI, which was promoted by Dr.Mithu Alur in 1999 with moral and material help from the Canada-based Roeher Institute and the Canadian International Development Agency (CIDA).

"I wholly subscribe to the national objective of Education for All. But, 'all' should include disabled children as well. Therefore, we have begun networking with other NGOs across the country and have formed an 'All India Regional Alliance for Inclusive Education' to attain the EFA goal," says Mithu Alur, who became involved with the cause of challenged children following the birth of her daughter Malini in 1966.

According to Alur, "The inclusion of disabled children into mainstream schools will inevitably result in their acceptance into society and also within their own families many of whom still hideaway children with disabilities. If all children grow up together there is less likelihood of resistance towards and ostracism of the disabled. The character of children, the nation's classrooms, and of society itself will become more compassionate and caring."

Even though it's a relatively new concept in India, inclusive education has been tried and tested here, and it works. An experiment in mainstreaming disabled children, which began in 1992 in Dharavi's Noorani Memorial Karuna Sadan School, has spread to 12 Anganwadis (play schools). Able as well as disabled children from 5,000 households are proof of the efficiency of inclusive education prompting the transformation of four Spastics Society of India centres into inclusive schools in which general children study happily with their challenged classmates. A focused intervention by NRCI activists in community development, teacher training and public awareness programmes has resulted in a dramatic change in attitudes of peers, parents and teachers in primary schools in Dharavi, Mumbai, reportedly the largest slum settlement in Asia.

This is a successful inclusion is an exception to the scenario.

Meanwhile following the celebrated visit of almost disabled physicist mathematician Dr. Stephen Hawking to India in January 2001, the awareness that the mentally and

physically challenged can become valuable and contributing members of society has slowly impacted education system. The outstanding achievements of Hawking, Sir Richard Branson chairman of Virgin Atlantic, a dyslexic, Christopher Reeve Hollywood movie star crippled neck downwards and Sudha Chandran, is renowned dancer and television star who lost both legs in an accident has created widespread awareness that with a little intervention and training India's 36 million children with physical disabilities can be transformed into nation's productive citizen.

ADAPT (Able Disabled All People Together) in 2001, an NGO with an objective is to "break down architectural, attitudinal and social barriers so that people with challenges can lead normal lives."

Most public buildings in India are neither friendly nor accessible to people with special needs and serve to exclude them from participating in the public programmes. The objective of ADAPT is "to pressurise people and institutions to make buildings disabled-friendly and create a barrier-free environment."

Though the statistic that 90% of physically challenged children in India are out of school is alarming, the scenario of physically challenged in other developing countries wasn't in an advantageous position. According to Diane Richler, "the Toronto-based chairperson of Inclusion International and Inclusion Inter-Americana, across Latin America only one-third of the disabled children receive any type of education at all and in some countries such as El Salvador and Nicaragua only 1-3 percentage of special needs children go to school."

Resistance to inclusion by parental communities is rooted in a lack of awareness though the subject has been deeply researched throughout the world to the extent that the know-how and methodologies to introduce the concept in classrooms have been developed. According to Dr. Seamus Hegarty, director of the National Foundation for Educational Research, London, proposed the basic know-how for implementing inclusive education which is freely available and it is possible for all children to participate regardless of mental or physical challenges to receive quality education.

According to Richard Rieser, director of Disabilities in Education, a London-based NGO "Special schools are dead-ends for special needs children. They promote isolation, alienation and social exclusion. It is this dominant attitude of exclusion which

needs to be changed to build harmonious and compassionate societies. Having been tested and proven efficacious, inclusive education has transformed into a human rights issue. Special schools are a medical intervention. What the large number of people with disabilities in all societies need is a social development model which respects the right to self-esteem of this large minority. Children won't learn unless they are happy and included. Therefore, teachers must be taught to practise inclusion and respect disabilities. That's what the growing inclusive education movement is all about."

### **Report of Central Advisory Board of Education (Sargent Report, 1944)**

Chapter IX of the Sargent Report titled 'The Education of the Handicapped' begins with a reference to the contemplated 'national scheme of education' providing for all children according to their 'special aptitudes' with consideration for those who are generally classed as handicapped' (CABE, 1994, p. III). This chapter summarizes the following conclusions:

- Provision for the mentally or physically handicapped should form an essential part of a national system of education and should be administered by the Education Department.
- Hitherto in India governments have hardly interested themselves at all in this branch of education: what has been done has been due almost entirely to voluntary effort.
- Wherever possible handicapped children should not be segregated from normal children. Not only when the nature and extent of their defect make it necessary, should they be sent to special schools or institutions. Partially handicapped children should receive special treatment in ordinary schools.
- The blind and deaf needs special educational arrangements, including specially trained teachers. It may be desirable to establish central institutions for training of the teachers required.
- Particular care should be taken to train the handicapped, wherever possible, for remunerative employment and to find such employment for them. After-care work is essential.
- In the absence of any reliable data it is impossible to estimate what would be the cost of making adequate provision for the handicapped in India; 10% of the

total expenditure on basic and high schools has been set aside for such services, which includes such provision, and it is hoped that this will suffice.

The report can be said to be a land mark in policy on ‘integration of disabled children in general schools, though it continued its recommendation of special schools, but on the basis when the nature and extent of their defect made it necessary’. The report is also important on 2 counts:

- (i) It recommended that the provision for the special need should form an essential part of a national system of education and should be administered by the Education Department,
- (ii) 10% of the budget for basic and high schools had been set aside for the (education) services of the disabled (Jha, 2002, p. 92).

In 1968, reviewing the status of educational developments for disabled children, Sargent reiterated that, "few people in these days or would deny that provisions for those children who are physically mentally handicapped should form an essential part of any national system of education" (Sargent, 1968, 109).

### **Kothari Commission (1966)**

In the chapter 'Towards Equalization of Educational Opportunities' Kothari commission states about handicapped children in the following lines:

“Very little has been done in this field s. far... any great improvement in the situation does not seem to be practicable in the near future... there is much in the field that could be learnt from the educationally advanced countries” (Education Commission, 1966, p. 123).

The Kothari Commission (1966) recommended:

- (a) “The provision of educational facilities for about 10% of the total number of handicapped children by 1986.”
- (b) “Integrated education for the handicapped children.”

### **National Policy on Education (1986)**

NPE (MHRD, 1986 a) in its main objective of “Education for Equality” proposed the following steps for the education of the disabled. The objective aims to integrate the physically and mentally challenged with the mainstream society and to prepare them for future to lead life with courage and confidence.

The following steps will be taken in this regard:

1. Wherever it is possible, the education of children with motor handicaps and other mild handicaps will be same with others;
2. Special schools with hostels to be provided, as far as possible at district headquarters, for severely handicapped children,
3. Sufficient arrangements to be made to give vocational training to the special needs persons.
4. Teacher's training programmes to be redesigned, in specially for teachers of primary classes, to deal with special difficulties of handicapped children.
5. Voluntary effort for the education of the special need to be encouraged in every possible manner.

In 1974 the National Policy for Children declared “children as a supremely important asset of the nation whose nurture and solicitude are the responsibility of the nation,” and The National Children's Board came into existence.

### **Acharya Rammurty Committee (MHRD, 1990)**

While reviewing the National Policy of Education (1986), the committee observed two significant short comings:

- (a) Education for the handicapped was viewed as a “Social Welfare Activity,” and
- (b) IEDC scheme was implemented in terms of running “Mini Special Schools” within mainstream schools.

“It has not stressed the mobilization of the total general education system for the education of the handicapped. Special schools have been treated in isolation from other educational institutions from the point of view of providing the educational supervisory infrastructure, leaving it to the Ministers of Welfare and HRD to cooperatively developed the same” (MHRD, 1990, p. 85).

### **The Programme of Action (NPE, 1986) (1992)**

POA recommended for reoriented pre-service and in-service teacher education programmes. For pedagogical recommendations POA states, “curriculum flexibility is of special significant for these children. Special needs for these children will be made, if child centred education is practiced.” “Child - to child help in education of children with disability is an effective resource in view of large classes and multigrade teaching.” (MHRD, 1992, p.18)

### **Persons with Disabilities Act for Equal Opportunities Protection of Rights and Full Participation (1995)**

According to the Act the appropriate Governments and the local authorities must:

1. Provide every child with special needs has access to free education in an appropriate environment till he attains the age of eighteen years.
2. Endeavour to promote the integration of students with disabilities in the normal schools.
3. Promote setting up of special schools in Government and private sector for those in need of special education, in such a manner those children with disabilities living in any part of the country has access to such schools.
4. Endeavour to equip the special schools for children with disabilities with vocational training facilities.
5. All Government and other educational organisations receiving aid from the Government shall reserve not less than 3% seats for persons with disabilities.
6. Restructure the curriculum for the benefit of children with disabilities;
7. Restructure the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum;
8. Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;
9. Grant of scholarship to students with disabilities;
10. Supply the books, uniforms and other materials to children with disabilities attending schools;
11. Remove architectural barriers from schools, colleges or other institutions imparting vocational and professional training;

12. Provide transport facilities to the children with disabilities or in the alternative financial incentives to parents and guardians to enable their children with disabilities to attend schools.

Most of the educational facilities available to the general students, such as non-formal education, research and training of teachers, have been extended for the education of the special needs is also a part of the 'Comprehensive Education Scheme' to be implement by the Governments and local authorities.

'Persons with Disabilities Act' (1995) is a milestone in the disability movement in India. It presents a vision for people with disabilities that people who have for centuries been victims of prejudices, neglect, ostracism, treated as lesser beings and consigned to the bottom heaps of humanity.

**The Kochi Declaration (2003), Kochi, Kerala ( Mithu Alur, 2002, p. 26)**

Kochi Declaration state that "Segregation is violation of human rights. All the children including children with disability have a fundamental human right to be included in mainstream local schools. 'Education for All' will not be achieved without inclusion; inclusion will not be achieved outside 'Education for All'. To achieve inclusion, the systematic barriers people and learners face in accessing education-as a result of differences arising from religion, race, gender, poverty, class, cast, ethnicity, language and disability-must be removed".

**National Education Policy 1968:** On the basis of recommendation of education commission, in 1968, the 'National Education Policy' suggested that the expansion of educational facilities for physically and mentally challenged children, and the development of an integrated programmes facilitating special needs children to study in mainstream schools.

The Government of India promoting the need integrate children with disabilities came with 'Integrated Education of Disabled Children (IEDC-1974).

**National Policy on Education (NPE, 1986)** emphasised on the removal of inequality and equalizes educational opportunities by addressing to the specific needs of those who have been deprived of equality. It focus on reducing dropout rates, improving

learning achievements and creating access to students who did not have an opportunity to be a part of the general education system.

**The Plan of Action POA (1992) followed NPE in 1986** proposed practical principles for children with special needs. It states, “a child with disability who can be educated in a general school should be educated in a mainstream school only and not in a special school.”

The enactment of the Rehabilitation Council of India Act RCI Act, 1992 strengthened the POA (1992). In 1992, Parliament of India enacted the RCI Act, which was subsequently amended in 2000.

Persons with Disabilities for Equal Opportunities, Protection of Rights & Full Participation Act(1995) states, “Every child with disability have right to free education in an appropriate environment till the age of 18 years in integrated schools or special schools.”

Sarva Shiksha Abhiyan (SSA): SSA has been operational since 2000-01 in collaboration with state governments to achieve the goal of “Universalization of Elementary Education.” This adopted “**ZERO rejection policy**” under SSA, which ensuring every child with special needs irrespective of the type and degree of disability, to provide meaningful and quality education.

**The National Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD, 2005)** made by MHRD emphasizes the inclusion of students and young person with disability in all mainstream educational settings from primary to higher education.

**Right To Education Act, 2009** was finally passed by the parliament on the 26th August, 2009. This was notified on February 16, 2010 and was effective from April 1, 2010. The RTE Act ensures to safeguard the rights of the children of the disadvantaged groups and of the weaker sections, to protect them from any kind of discrimination and ensure their completion of elementary education. According to the Amendment of the RTE Act (2010) the Section 2(d) states, “Children with disabilities have been included in the definition of child belonging to disadvantaged group.”

After the implementation of the RTE Act, mainstream schools included students with special need in mainstream classrooms. Principals are to decide how the student with disability will benefit from the implementation of the inclusion process. So it is important to study how attitude of principals effect inclusion and guide their decision.

## **National Education Policy 2016**

### **Section 6.11 Education of Children with Special Needs**

**Section 6.11.1** of the policy states – “Every child has the right to develop to her full potential and schools are expected to offer a stimulating experience that nurtures learning by all students. But children are different from each other and among them diversities exist on various dimensions. Having special needs is one such dimension. An inclusive approach has long been advocated by education experts. The recognition that learners with different degrees of disability, also referred to as children with special needs (CWSN), which would include varying degrees of visual, speech and hearing, locomotors, neuromuscular and neuro-developmental disorders, (dyslexia, autism and mental retardation), need to be given the opportunity to participate in the general educational process has yet to become widely acceptable by school managements. The need to provide for students exhibiting difficulty with 91 behavioural communication or encountering from intellectual, physical or multiple challenges is often treated as something that only special schools can handle.”

**Section 6.11.8** of the policy states – “If detected early and if an inclusive school environment is offered CWSN can overcome much incapacity and learn to assimilate with other children. By including differently-abled children the advantage of peer learning is known to enhance the possibility of early improvement. It also sensitises children with no disabilities to respect and be tolerant of those with disabilities. This would leave a lasting mark on attitudes towards disability.”

**Section 6.11.12** of the policy states- “Handling children with learning disabilities is a complex task as every child with learning disability is unique. The Committee recommends that the Central Government takes the lead in encouraging the states to establish a nodal entity under the State School Acts which can oversee, intervene and guide schools to address the problem of learning disabilities among children. Government should also make available commensurate resources to tackle the needs of

training, by creating part-time expert-cum-oversight Committees who can offer guidance, advice on special training to be given to selected teachers and generally check that the schools are capable of providing a safe and user-friendly environment for differently-abled children to get the benefit of assimilation in most school activities.”

### **Rights of Persons with Disabilities Act ( 2016).**

The RPWD Act was enacted in December 2016, promotes and protects the rights and dignity of people with disabilities in various aspects of life i.e., educational, social, legal, economic, cultural and political including government, non-government and private organisations. It mentioned mandates and timelines for organisation to ensure accessibility of infrastructure and services. It forms implementing bodies like Disability Commissioner's Offices at the Centre and State level, District Committees and Boards for planning and monitoring the implementation of the Act and Special Courts at District level. There are penalties in case of violation of the Act.

### **National Education Policy, 2020**

**Section 6.10** of the policy states, – “Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a ‘system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD.”

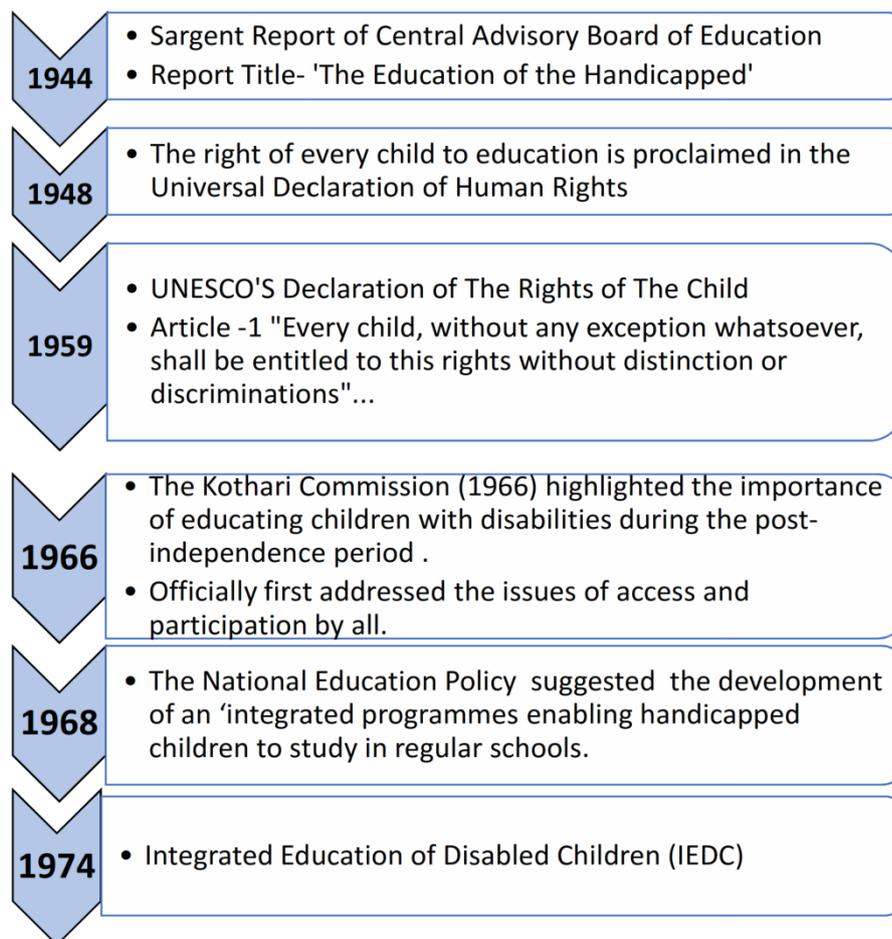
**Section 6.11** of the policy states – “National Education Policy 2020 27 mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help

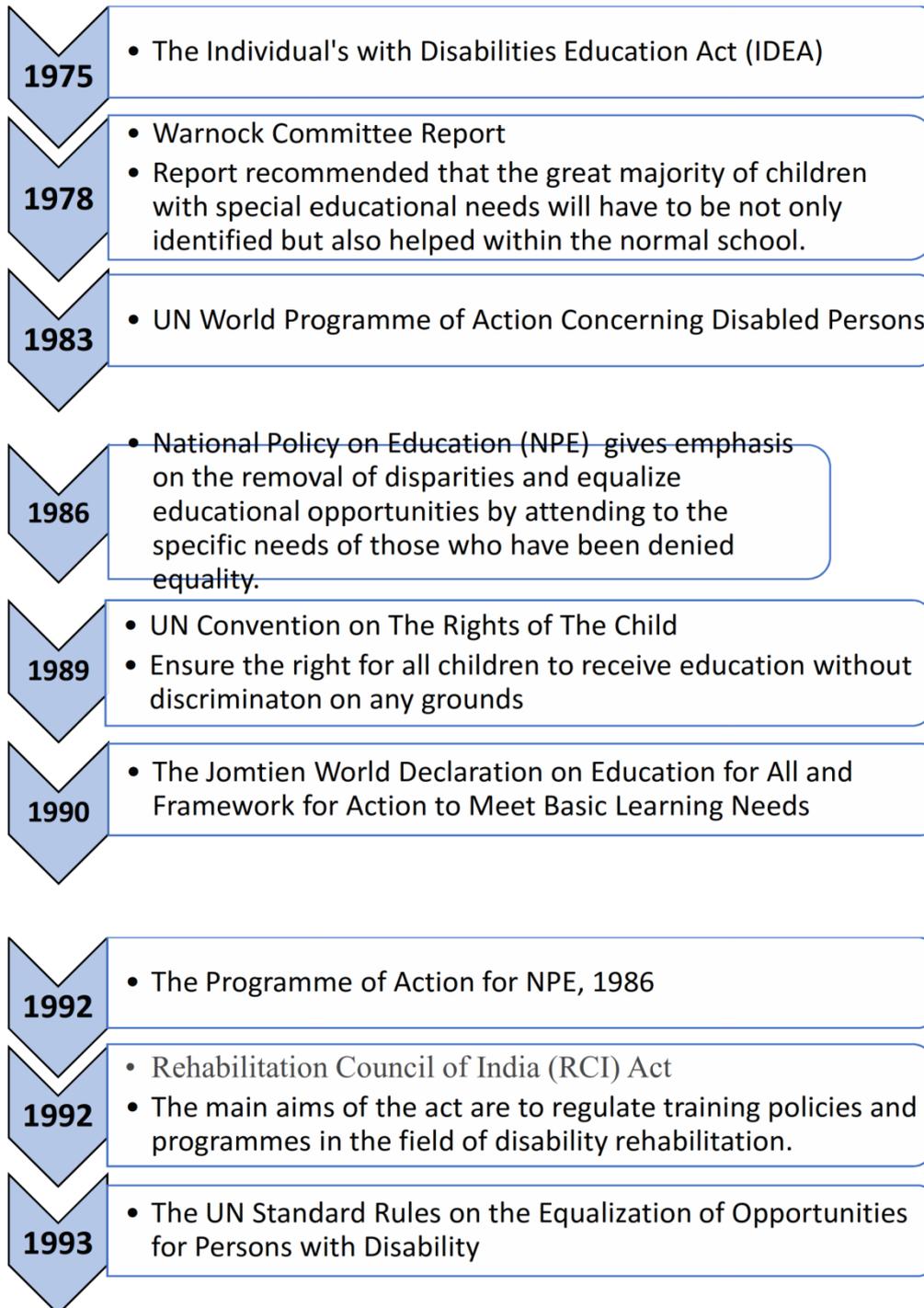
children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities.”

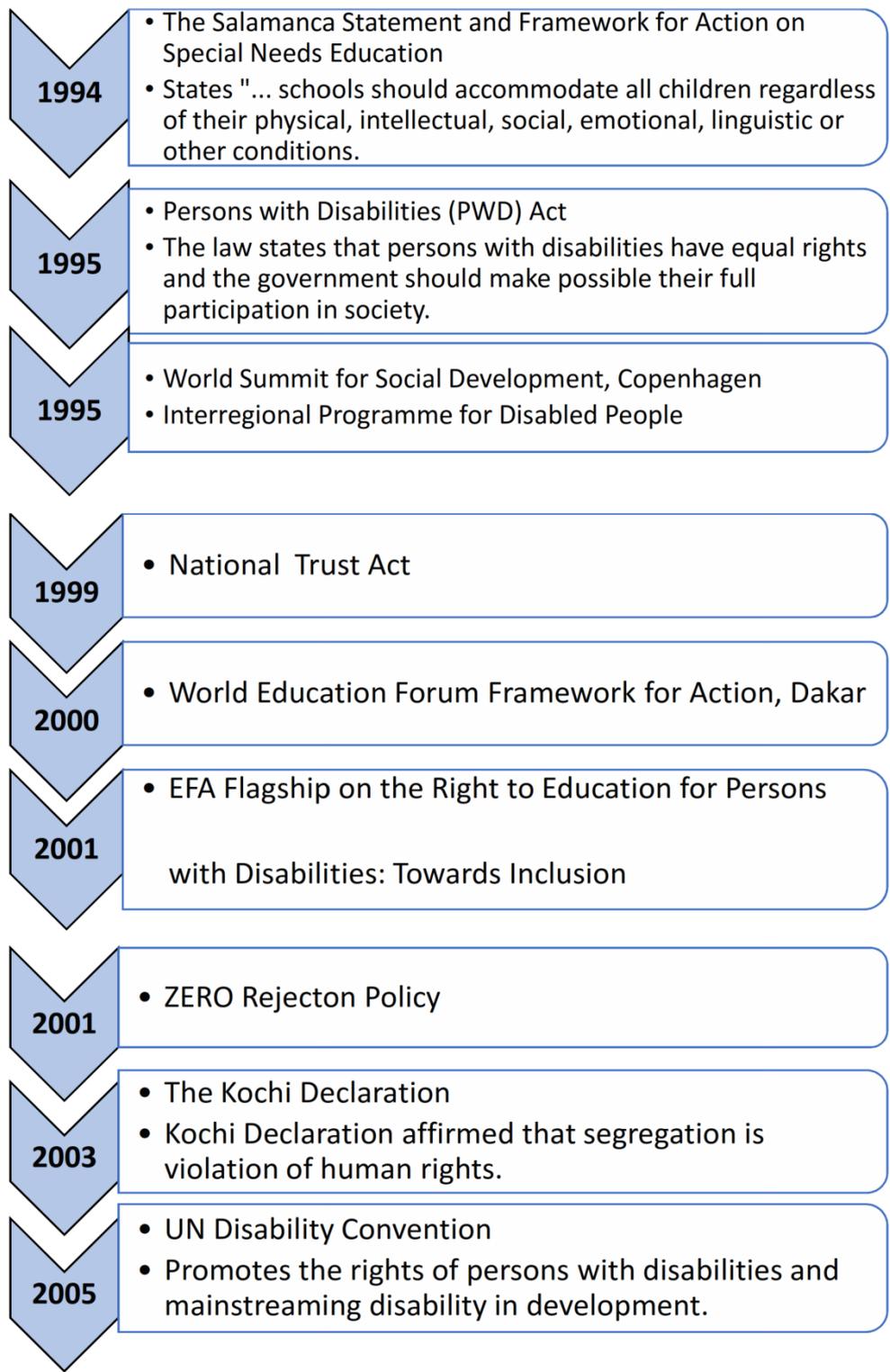
**Section 6.13** of the policy states, – “Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child’s strengths, and creating an ecosystem for appropriate assessment and certification.”

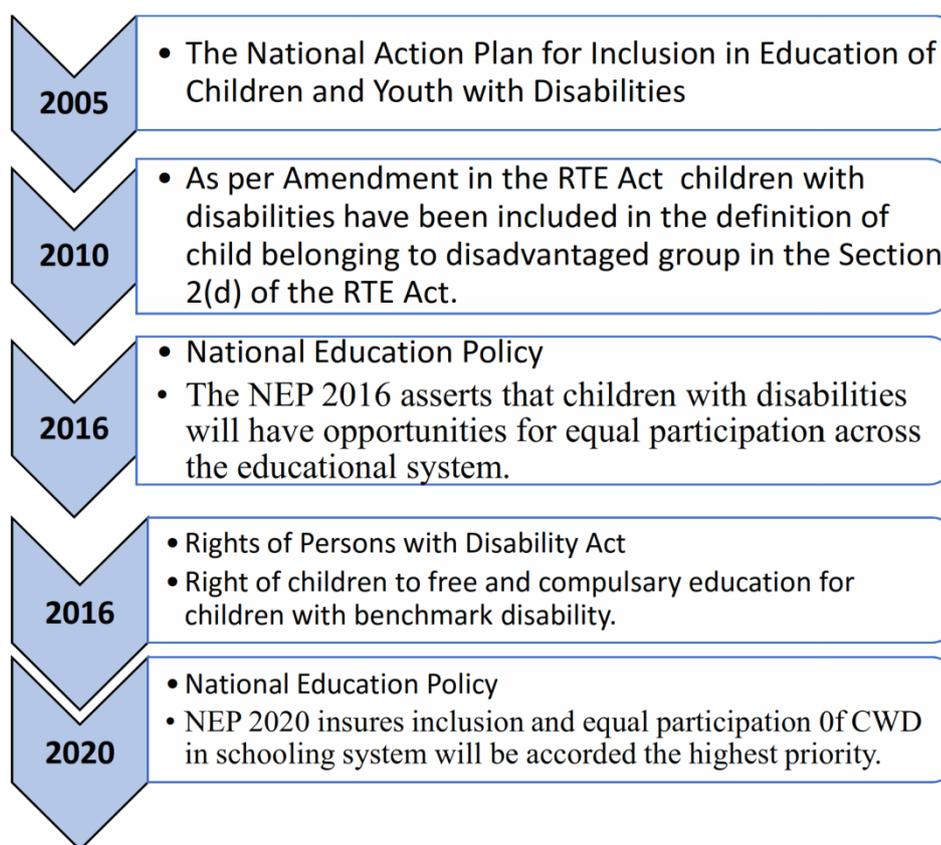
**Section 6.14** of the policy states – “The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes.

### 1.7.3 Summary of the Movements towards Inclusive Education









## 1.8 School Heads' Knowledge and Attitude towards Inclusion:

### 1.8.1 Knowledge about Inclusion:

Knowledge according to Swami Vivekananda is to find unity in the midst of diversity- to establish unity among things which appear to be different from one another. Knowledge dispels 'Maya' (perception of separateness).

Prof. Dewey gives the meaning and function of knowledge in these words, "Only that which has been organised into our dispositions so as to enable us to adopt our aims and desires to the situation in which we exist is really knowledge."

According to Plato, knowledge is true opinion combined with reason, i.e., for which the claimant to knowledge can give adequate grounds or rational justification.

Knowledge is acquired from the authentic philosophical literature like the Vedas and other scriptures, nature and natural phenomenon. We have the famous verse of Wordsworth "One impulse from a vaneer wood, Can teach us more of men, moral and

of good than all the sages can.” Rousseau and Tagore laid great stress on obtaining knowledge from nature.

We also derive knowledge from the teachings and practices of the seers, rational, truthful, unprejudiced and honest people and objects.

There are several ways of acquiring knowledge. However, each way must be tested. According to Dr. Radhakrishnan, "Knowledge presupposes unity or oneness of thought and being a unity that transcends the differentiation of subject and object. Such knowledge is revealed in man's very existence. It is unveiled rather than acquired. Knowledge is concealed in ignorance and when the latter is removed, the former manifests itself."

Knowledge is acquired through Sense Experience or Observation: By means of sense experience the characteristics of the external world are known.

Knowledge is acquired through Intuition: "Intuitions", according to Dr. Radhakrishnan, "are the convictions out of fullness of life in a spontaneous way, more akin to sense than to imagination or intellect and more inevitable than either." What we perceive through the senses and infer through the intellect is known as intuitive knowledge.

Knowledge is acquired through reasoning and rationalisation, training, social awareness.

9. Knowledge is also acquired through Action. According to Dewey, "Action must precede knowledge. Whatever knowledge we possess has resulted from our activities, our efforts to survive."

### **Educational Implications of Acquiring Knowledge for Imparting Effective Knowledge**

1. This implies type of disciplines/subjects to be included in the curriculum.
2. The second is preliminary knowledge and preparation on the part of the teacher.
3. Questioning is the third step towards acquisition of knowledge.
4. The fourth condition is discipline and self-control.
5. The fifth condition is the moral attitude of the learner and it includes truthfulness which is regarded as an essential criterion for fitness. Moral attitude of the teacher is equally important.

6. The teacher should be objective and rational in his approach.
7. The teacher should encourage 'inquiry approach' to knowledge.
8. The teacher should lay more emphasis to train students on how to acquire knowledge and not on giving students ready-made knowledge.
9. The teacher should stress the right use of knowledge.

Approaches and theories of knowledge serve as the basis for teaching and learning theories. It must, however, be remembered that one should not be wedded to any single approach or theory. We should be liberal to use all the approaches to make our teaching-learning effective and inspirational-dissemination of knowledge, truth and wisdom.

Knowledge of headmaster/ headmistress about the different aspects of disability is important as without it one may not possess sufficient favourable attitude towards disabled and their education in the inclusive set up . Therefore knowledge about disability is important to make inclusion of the disabled students in the mainstream programme is important.

### **1.8.2 Attitude towards Inclusion :**

Attitudes are simply expressions of how much we like or dislike various things. They represent our evaluations-preferences-toward a wide variety of attitude "objects." Our attitudes are based on information.

Through research however, it becomes clear that the theories apply to some circumstances but not to others. As knowledge accumulates, we become better at identifying the restricted conditions under which particular attitude processes will occur and the many factors that might bear on any situation. While such progressive refinements make the study of attitudes more difficult, they do bring us closer to the reality of how attitudes are formed and how they function to influence behaviour.

The defining characteristic of attitudes is that they express an evaluation of some object (Insko & Schopler, 1972; Petty & Cacioppo, 1981). Evaluations are expressed by terms such as liking-disliking, pro-anti, favouring - not favoring and positive-negative. They are the feeling tone aroused by any object. Attitudes can be formed about many things. The object of attitude can be entities (a lecture, a restaurant, a soap opera), people (my

best friend, the President, myself), or abstract concepts (abortion, civil rights, foreign aid).

By restricting the term attitudes to evaluations, we are distinguishing attitudes from beliefs, or opinions. Beliefs are cognitions, or thoughts, about the characteristics of objects. They link objects to attributes (Fish-bein & Ajzen, 1975). Some social psychologists have included attitude-relevant behaviour as part of the definition of attitude.

Research testing attitude change typically focuses on the immediate effects that occur after people are presented with new information. Such a format is well suited for laboratory research, where testing the effects of a few variables requires ignoring many more. However, the formation and change of attitudes in the daily world is part of the on-going process of living. Attitude formation and change occur in the context of existing interpersonal relationships, group memberships, and particular situations.

It has been noted that disabled students suffer from physical bullying, or emotional bullying. These negative attitudes results in social discrimination and thus, leads to isolation, which produces barriers to inclusion. Regarding disabled children some regions still maintain established beliefs that educating the disabled is pointless. It is sad to note here that these barriers are caused by our society, which is more serious to any particular medical impairment. The isolation which results from exclusion closes the doors of real learning.

The negative attitudes often develop due to lack of knowledge. Along with information about disability or condition, their requirements must be provided to peers, school staff and teachers as well. Increasing interactions between learners with special needs and community through organization of fairs, meetings, discussions etc. can play a very important' role to counsel the parents of these learners, especially in rural areas about the importance of providing education for developing self-reliant individuals. There is also a need to shift in perspectives and values so that diversity is appreciated and teachers are 'given skills to provide all children, including those with different learning needs with quality education. Also, at the policy level, it should be mandatory for all to educate about disability, so that a responsive individual who respects disability could be developed.

### **1.8.3 Conclusions :**

In India the acts has been enacted. The Persons with Disabilities Act, 1995 stipulates that “appropriate governments and the local authorities shall endeavour to promote the integration of students with disabilities in the normal schools,” is practiced more in the breach. Similarly the Union government's newly unfolded ‘Sarva Shiksha Abhiyan’ (Education for All) project ensures to deliver “useful and quality elementary education for all children in the 6-14 years age group by year 2010 ,” makes politically correct noises about the education of girls and special needs children emphasizing a “zero rejection policy for children with special needs.”

The 93rd Amendment to the Constitution of India, passed by the ‘Lok Sabha’ in November 28, 2001, made it compulsory for the government to provide free and compulsory education to all children of the age of 6-14 years, with clarification “All” included children with special needs too . Such enabling policies and legislation are not tied up with each other. In India , education of disabled children doesn't fall within the purview of the ministry of human resource development rather it is the purview of the ministry of social justice and empowerment.

The Union ministry of social justice and empowerment focused on rehabilitation and not education. In fact, till date it does not have education as part of its agenda and the issue of education of children with disabilities is untouched which is hidden from the public domain. It is a personal issue for families and NGOs to deal with. The government agencies and mainstream institutions became aware of the reality that segregation of children is morally unjustified and depriving of human rights much later. But there is no other way to provide education to 36 million special needs children as 78% of our population lives in rural areas. Here the above policies are not implemented due to lack of funds so inclusive schools have to address the needs of all children in every community irrespective of their caste, colour, gender , ability, ethnic character and language spoken . To implement the policy of inclusion the central and the state governments have to train the teachers to create inclusive classrooms (MithuAlur) .

Therefore, knowledge and attitude of school heads towards inclusion of students with special needs in the mainstream schools is important.

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## CHAPTER 2

### REVIEW OF RELATED LITERATURES

A review of literature is a customary component of any thesis. The chapter on review of related literature "looks again" at the literature (the reports of what have others done) in a "related" area. It is the effective evaluation of selected documents on a research topic. A review may form an essential part of the research process or may constitute a research project in itself. It gives a detailed account of the literature available related to the selected topic of study.

It is a must for the successful completion of research. In this chapter the investigator has attempted to note down some points which are relevant to the study on previous literature and a theoretical overview of the study. The present investigation was an attempt to study teacher's efficacy for inclusive practices and their job satisfaction in inclusive and special schools. The investigator viewed the studies, which one directly or indirectly related to the problem area and has presented them in an order. In this section, the researcher made an elaborate attempt to review the available literature related to the present research area.

#### **2.1 Foreign Research Related to Attitude of School Heads towards Inclusive Education:**

**1. Khaleel, N., Alhosani, M. and Duyar, I.(2021)** conducted a study entitled "The Role of School Principals in Promoting Inclusive Schools: A Teachers' Perspective."

The objective of the present research investigation is the conditions of inclusive schools in the reference to UAE and focused on finding the role of school principals in promoting inclusive schools in the city of Al Ain, UAE.

A qualitative research design was used with a phenomenological approach. A semi-structured interview was used to gather data from the samples.

A total of 10 samples are taken from special education and general education teachers, of which five from public schools and five from private schools. The qualitative data was then refined and analysed by using thematic analysis.

The major findings reflected the key role of principals in creating and promoting inclusive schools. Considering the factors that affect the inclusion of ‘Students of Determination’ (SODs) referring to students with special needs, and implementing effective inclusive practices in schools. Principals’ awareness of inclusive education is a significant factor in creating and promoting inclusive schools. These findings throw light on conditions that could promote inclusive schools in the UAE taking in to consideration the key role played by principals in implementation of inclusive schools. The study recommended a systematic provision of human resource development, focusing the enhancement and improvement of principals’ awareness of inclusive education in schools.

The research questions of the study concluded, firstly, that the role of school principals in inclusive schools is related to their attitude and behaviour toward SODs and inclusiveness. Secondly, the main factors as suggested by teachers that affect SODs in and outside schools that principals should consider to promote inclusion were classified into the following two major groups: 1. Internal school based factors and including environmental, academic, and social, and emotional factors; and 2. External school-based factors, including parents’ impact, external care centres, and school district policies and legislation. Thirdly, school principals’ willingness is important for implementing successful inclusive education. They are also responsible for implementing inclusive practices in their schools, protecting the rights of SODs, and providing for their needs regardless of the available budget and facilities.

**2. Sebeta, A.D.G. (2019)** conducted a study entitled “School Principals and Teachers Perceptions of Inclusive Education in Sebeta Town Primary Government Schools, Sebeta, Ethiopia.”

Inclusive education is a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate for education.

The main objective of this research was to study the perceptions of school principals and teachers of Sebeta town primary government schools (grade 1-8) on inclusive education.

The samples of the study were 16 school principals, deputy principals and 78 teachers of government primary schools of Sebeta town. The data was collected using

questionnaire, structured interview and observational check list. Descriptive survey research designs were used to obtain relevant and precise information regarding the current phenomena of inclusive education at primary (Grades 1 – 8) government schools of Sebeta town.

Quantitative data were analysed using SPSS version 20. The major findings of the study are-

1. School principals and teachers have positive perceptions towards inclusive education due to the lack of inclusive educational materials and unsuitable school physical structures.
2. The level of implementation of inclusive education in general schools were very poor (mean score  $< 9 > 0.05$ ) between teachers of different schools, gender, teaching experience, education level, and subject of graduation of teachers on perceptions of inclusive education. Support given to schools from various educational stakeholders is unsatisfactory to implement inclusive education.
3. **Ugwu Chinelo Jay, U.C.and Onukwu for Jonathan, N.(2018)** conducted a study entitled “Investigation of Principal’s attitude towards Inclusion of Special Needs Students in Public and Private Secondary Schools.”

The present research studied Principal’s attitude and factors that influence their attitudes towards implementation of inclusion. A survey design was used on 116 principals. The data was collected using adapted instrument titled ‘Scale of Teachers Attitude towards Inclusive Classroom’ (STATIC) developed by Cochran (1997).

The objectives of the study are to determine the prevailing attitude of principals towards inclusion of students with disability. It also tested: 1. The differences between attitude of male and female principals, 2. Between private and public school’s principals, 3. Knowledge of special education and years of service in general education.

Results indicate that maximum number of school principals have positive attitude towards inclusion. Teachers with special education knowledge showed higher level of positive attitude. In respect of gender, years of service and type of school no significant difference exists.

4. **Cammy, D., and Murphy, R. (2018)** conducted a study entitled “Educational Leaders and Inclusive Special Education: Perceptions, Roles, and Responsibilities.”

The objective of the qualitative case study is 1. To understand the perceptions, roles, and responsibilities of district leaders involved in the special education decision-making process and principals who oversee successfully inclusive schools. 2. To gain better understanding of how educational leaders articulate their perceptions toward inclusive education.

A sample of 7 educational leaders participated in the study of which four were principals and three were district leaders of Midwestern state.

This study used a qualitative case study designed to understand educational leaders' beliefs and perceptions toward inclusive education. Structured e-mail interviews and a document review are used to collect data.

Based on the transformational leadership theory, the objective of the qualitative case study explores the perceptions, roles, responsibilities of school and district leaders who oversee successful inclusive education programs.

The results suggest-

1. The educational leaders included in this study valued the philosophy of inclusion and held positive perceptions toward inclusive education.
2. All educational leaders in this study believed in and supported a culture of inclusion in their district.
3. The predominant factors that contributed in inclusion are culture, collaboration, limited staff, purposeful inclusion, consideration of individual needs, acceptance, relationships, appreciation of diversity, and student learning.
4. Educational leaders described their role in inclusive education programs as collaborators, problem solvers, professional developers, and facilitators.

The findings from this study can serve as a basis for discussion regarding the strengths and needs of current practices for inclusion and drafting the needs for refinement of practices, policies, and procedures.

**5. Sider S., Maich, K., and Morvan, J (2017)** studied “School Principals and Students with Special Education Needs: Leading Inclusive Schools.”

The objectives of this study are-

1. To identify the types of special education training that school principals engage in, as well as to Leading Inclusive Schools
2. To explore the daily issues and critical incidents that principals might experience when supporting students with special education needs.

The research was conducted to examine the related research questions through interviews with 15 principals and five other educational stakeholders of four school boards.

Five main findings emerged from the analysis of the interviews are-

1. The importance of personal values in shaping of inclusive school culture.
2. Need of variety in professional learning experiences.
3. Similarities in daily experiences and the importance of accessibility for students and staff.
4. The importance of leadership in enhancing inclusive school culture.
5. The effect of critical issues in shaping principals' leadership roles.
6. **Nguluma, H.F., Mustafa, and Titrek, O. (2017)** conducted a study entitled "School Administrators' Attitudes toward Inclusion of Children with Disabilities in the General Education Classrooms."

The main objectives of the study were to find out school administrators' attitudes and the possible factors that might influence their attitudes toward the inclusion of students with special needs in the mainstream classrooms. The objectives of this study are –

1. To identify the attitudes of the school administrators in reference to how they view the children with special needs and their inclusion in the mainstream schools.
2. To find out how school administrators' attitudes toward inclusion is influenced by the demographic variables, i.e. gender, age, years of teaching and administrative experiences, training in special education, personal experience with individuals with special needs, types of school, job position, students' enrolment and the level of disabilities.

A customized questionnaire “The Principals’ Attitudes toward Inclusive Education” (PATIE) scale was used for collecting the data. The sample of the study included 232 school administrators; principals and assistant principals from the public elementary and middle schools in Sakarya Province.

The results of this research study revealed that overall attitude of the school administrators were significantly positive. Their attitudes toward inclusion of children with disabilities in general schools were influenced by several independent variables i.e. training related to special education, job position and the years of teaching experience in mainstream schools. Since the samples were limited in terms of teaching experience and training in special education and inclusive practices, the study emphasizes on the professional development through on-going training related to the special education.

**7. LeMay, H. (2017)** conducted a study entitled “Administrator and Teacher Attitudes toward Inclusion.”

The main objectives of the study were to examine the attitudes of teachers and administrators toward inclusion in the classroom. This study analysed the influence of grade level, years of teaching experience, and levels of education relate to attitudes of teachers and administrators toward inclusion. Samples in this study were from 3 schools of districts in East Tennessee.

The researcher developed the survey instrument for this study with 9 research questions. The questionnaire was designed to measure teachers’ and administrators’ perceptions of inclusive education in three dimensions of resources, training and attitudes.

A survey approach was used to gather data to investigate the views of school principals about the impact of an inclusive approach on students, teachers, school curriculum, and resources in Bhutan. Survey methods included interviews by person or over the phone and administered a questionnaire to participants via an email. Data was collected from school principals from a range of locations in Bhutan. 16 Participants At the time of data collection, the principals of the 12 schools with SEN programs and the two special schools were selected to participate in the research study.

Findings indicated that: 1. Education level did not play a significant role in the attitudes, training, or resources dimensions of the study. 2. Sample role and years of experience did play a significant role in the samples' attitudes toward inclusion. 3. Administrators held more positive attitudes toward inclusion than teachers and reported having more resources on inclusion than teachers. 4. Those samples with 0-15 years of experience held more positive attitudes on inclusion than those with 16-30 plus years of experience.

**8. Mc Leskey, J., Billingsley, B., Nancy L., and Waldron.(2016)** conducted a study on the topic “Principal Leadership for Effective Inclusive Schools.”

Research in mainstream education has demonstrated that school principals have an impact on the effectiveness of schools and students' achievement. This is not a direct impact, but rather how principals indirectly impact student learning by improving the learning environment of a school and the teaching methods of teachers. The dimensions of principal's practice that are most influences in improving schools and student achievement relate in establishing a collaborative vision in facilitating a high-quality learning environment for students, upgrading the teaching capacity of teachers, creating a supportive body for learning, and connecting with external stakeholders.

In this study, review of related research of what principals can do to facilitate and implement of inclusive education that are also helpful in improving achievement for students with special needs and other students who are scholastically backward. After reviewing these dimensions of Principals' practice, a brief case study illustrates how a principal is effective in inclusive school to apply several of these practices, including staff collaboration, progress monitoring, and professional development to enhance teacher's method of teaching and student achievements.

**9. TaleshiaL., Chandler.(2015)** conducted a study on the topic “School Principals Attitudes Toward the Inclusion of Students with Disabilities.”

The aim of this non-experimental, quantitative study, based on transformational leadership theory, was to study attitudes of principals toward the inclusion of students with special needs in mainstream classrooms. An electronic version of The Principals' Attitudes toward Inclusive Education Scale was administered to collect data. The samples were from 73 school principals of South-eastern district.

The independent variables were age; gender; years of administrative teaching, special education experience and having a friend or relative with a special need. The dependent variable was principal's attitudes toward inclusion. Data were analysed using descriptive statistics and multiple linear regressions.

Findings indicated that: 1. Principals had positive attitudes toward inclusion.

2. Having relatives and/or friends with disabilities and special education experience were significant predictors of favourable attitudes toward inclusion.

The study contributes to positive social change by highlighting the variables which are related to principals' positive attitudes toward inclusive education. This information will help to formulate preparatory programs for understanding how special education training and experience with individuals with special needs affect their attitudes toward the inclusion of students with special needs for Principals, assistant Principals and school administration.

**10. Ashfaq, M., Bashir, N., & Uzair-ul-Hassan, M.(2015)** conducted "Attitudes of School Heads towards Inclusion of Student with Disabilities in Regular Schools."

The attitude of school heads plays an important role for an effective inclusive education process as well as for overall educational progress of students.

The objectives of the study are:

1. The attitudes of school heads toward the inclusion of students with disabilities in the general education setup.
2. The level of understating about inclusive education of school heads.
3. The attitudes of male school heads differ from female school heads.
4. The attitudes of school heads of rural areas differ from school heads of urban areas.
5. To find out the significant difference between the attitudes of school heads towards inclusion with reference to their age.
6. To find out the significant difference between the attitudes of school heads towards inclusion with reference to their qualification.
7. To find out the significant difference between the understating of school heads towards inclusion with reference to their age.

8. To find out the significant difference between the understating of school heads towards inclusion with reference to their qualification.

The samples were the head of 200 public schools' of ten districts of Punjab including male and female from urban and rural areas. Attitudes towards Inclusive Education Scale (ATIES) which was developed by Wilczenski (1992), is a questionnaire was used as an instrument for collecting data. The data was separated into three parts. First part of the questionnaire provided professional and demographic information of the samples. Second part contained 15 items to understand inclusion. The third part of the questionnaire contained 16 items.

This research finding gives valuable information of the attitudes and awareness of school heads towards inclusive education. The findings of the study are found that school heads of rural area have more favourable attitude towards inclusion and there is no significant difference between male and female heads towards inclusion of students with special needs. The study reveals the field of educational leadership is difficult in implementing inclusive education.

**11. Cohen, E. (2015)** conducted a study “Principal Leadership Styles and Teacher and Principal Attitudes, Concerns and Competencies regarding Inclusion.”

The objectives of the research study are:

1. Leadership styles of primary school principals and their attitudes toward inclusive education.
2. The relations between teachers regarding the leadership style as well as teachers' attitudes toward inclusive education.

Data was collected from 15 principals and 81 teachers in their elementary schools in Israel most of the principals were females holding MA degree. 90% had more than 10 years of teaching experience and most had less than five years of experience as principals. One third had much experience in inclusive classrooms, while 53.3% had very little experience. 80% did not have any training in special education. Almost all had BA or B.Ed. degrees. 60% of the teachers reported that they have experience in inclusive classrooms. More than 80% reported they have no or limited training in special education.

Data was collected through a ‘Multifactor Leadership Questionnaire’ (MLQ) to measure the range of leadership styles. The questionnaire consisted of 36 questions to observe the school principal's leadership style and the teacher's perception of his/her style this scale included 5 Likert-type items ranging from 1 "do not agree" to 5 "agree very much". A demographic background questionnaire was attached to collect information of basic background variables such as: gender, age, education, experience and special education training.

Data was analysed by statistical calculation of mean, standard deviation and prevalence was calculated for each questionnaire and a weighted score was computed for each variables. In order to analyse the relationships between the various variables, Spearman's rank correlation was used.

The findings of the study show significant relationships between years of teaching in special education and leadership styles. Principals and teachers expressed similar positive outlook in support of inclusion Favourable attitudes towards inclusion as well as several concerns were also noted. Both principals and their teachers were confident that they had major inclusion competencies. The discussion and implications stress the need to develop more effective leadership styles at primary schools and develop more supportive attitudes.

**12. Ngwokabuenui, P.Y. (2013)** conducted a study on the topic “Principals’ attitudes toward the inclusion of students with disabilities in the general education setting – the case of public secondary and high schools in the north west region of Cameroon.”

Main objectives of the study are:

1. To determine school Principals attitudes and perceptions in including students with special needs in mainstream education classrooms.
2. To assess the secondary and high school Principals’ attitudes towards inclusion in the North West Region.
3. To determine if there was a relationship between types and experience of Principals and their attitudes towards inclusive education, including the following variables:
  - a) Years of experience in mainstream education classroom.

- b) Years of experience in special education settings.
  - c) Number of years of experience as a Principal.
4. To study if there is a relationship between principals' gender and their attitudes towards inclusive education.
  5. To study if there is a relationship between principals' age and their attitudes towards inclusive education.
  6. To study if there is a relationship between the percentages of special needs students in the school and their attitudes towards inclusive education.
  7. To study if there is a relationship between the principal's knowledge of special education law and their attitudes towards inclusive education.

The design of the study was the survey design. The population of this study consisted of 90 Government Secondary and High Schools (GSS & GHS) Principals of in the NWR of Cameroon selected through simple random sampling technique. The main research questionnaire used in this study consisted of 36 items.

The results of the study indicate:

1. Demographic variables, special education teaching experience and training, did not have a statistical significant effect on principals' attitudes toward inclusive education.
2. Principals' knowledge of law to guide special education has a significant effect on principals' attitudes toward inclusive education.
3. The importance of implementing educational administration programmes including curriculum studies in teachers' training colleges to prepare future school principals with stronger, more favourable attitudes toward including students with special needs in mainstream education setting.

The importance of study the role of principals' plays in implementing inclusive programmes into their schools so the study show how principals' attitudes towards inclusion guide their decisions.

**13. Farah, A.I, (2013)** a report “School Management: Characteristics of Effective Principal.”

Research indicates that managing a school is similar to managing a state. So, the role of school principal must be similar as a politician, economist, psychologist and sociologist. As culture, ethnicity, gender and religion of the school population is diverse as it is in a state. The research paper discussed characteristics of a successful principal. 9 self-assessment tips derived from the 9 alphabet letters that the word principal consists. Through assessment Principals will understand that their task is unique and require extra knowledge and standards to apply it.

The study also depicts the principal is the corner stone of the school and plays a vital role in development of education programs. It is necessary to equip principals with knowledge and skills to address multiple changes and complex task of managing human being. Principals of schools must be familiar with management skills and leadership styles as the main objective of the schools is to produce creative learners who will be the future leaders; hence principals must be role models that students and other people in the schools will follow them.

**14. Yeoa, L.S., Neiharta, M., Tangb,H .N., Chonga, W.H. Vivien S. Huana (2011)** in their study “An inclusion initiative in Singapore for preschool children with special needs.”

This paper describes initiative in a preschool inclusion in Singapore, which currently has no mandate for integrating children with special needs in mainstream schools.

It is a qualitative study on children with mild learning disabilities and a therapy outreach programme for them by a local children’s hospital. Samples were the 9 parents, 12 teachers, 3 principals and 3 therapists related to the 9 children receiving therapy from two childcare centres.

The present study used a qualitative design to gather information for a rich description of the factors in sustaining or creating barrier in an inclusive educational initiative in the community. Data collection is done using interview methods.

The interview data were analysed by an adapted version of the psychological phenomenological approach in four steps.

Based on interviews with therapists, teachers, principals, and parents, the researcher explores the supports and challenges the children faced. Facilitators of inclusion included communication, collaboration, availability of training and resources, and a readiness to promote inclusive education. Barriers to inclusion as reported are person-related hindrances, structural obstacles, gaps in programme delivery, and limited specialized training and resource.

The study indicates that in the absence of mandatory provisions for inclusion, children with special needs can be supported in mainstream education system when there is a scope for “buy in” at early inclusion and intervention by key stakeholders.

**15. Smith, C.W. (2011)** conducted a study “Attitudes of Secondary School Principals toward Inclusion of Students with Disabilities in General Education Classes.”

The objectives of this study are to recognize perceptions of principals towards inclusion of students with special needs in mainstream classrooms of secondary schools in the state of Georgia. The survey method was used by researcher. The survey was administered to 405 principals through e-mail. A modified tool developed by Dr. Cindy L Praisner ‘Principals and Inclusion Survey’ (2000) was used as a survey tool. Finally 102 principals’ responded to the partial survey with 98 responded to the complete survey.

Data collected through this survey determine the current perceptions of secondary school principals related to their experience, attitude, and impact toward inclusion in Georgia. The survey results showed Principals’ of Georgia secondary schools reported a favourable attitude toward inclusion of students with special needs.

**16. Horrocks, J.L., White, G., & Roberts, L. (2008)** conducted a study entitled “Principals’ Attitudes Regarding Inclusion of Children with Autism in Pennsylvania Public Schools.”

The objectives of the study are -

1. To study the attitudes the principals held regarding the inclusion of students with disabilities.
2. To study the relationship between their attitudes and their placement recommendations for children with autism.

3. To study the relationship between specific demographic factors and attitudes towards inclusion and placement.

The samples are selected through a stratified random sampling. The samples are drawn from the list of 3,070 principals are from the public schools of Pennsylvania. From 1,500 samples, 571 principals responded. The study indicated the most significant factor in predicting a positive attitude toward inclusion of children with special needs and higher recommendations of placements for children with autism. Principals believed that students with ASD could be included in a mainstream classroom.

**17. Avissar, G., Reiter, S., and Yona Leyser, Y (2003)** conducted a study entitled “Principals’ views and practices regarding inclusion: the case of Israeli elementary school principals.”

The objective of the research:

1. To study that the school principal is the leading figure in implementing inclusion.
2. To study Principals’ role as a changing agent.

The variables studied were the principal’s educational vision and the inclusive practices in school.

Samples were from 205 elementary schools principals in Israel. The sample included 6 largest school of district in Israel. Sample represented a variety of schools of different sizes and characteristics, cities, towns and villages, urban and rural areas. Of 205 schools, 110 participated.

The tool used was a Questionnaire for Principals (QP) to identify the perceptions and the inclusive practices of school principals.

The main findings are:

1. Principals were found to perceive the expected social success of mainstreamed students more than their expected educational success.
2. The severity of the special needs affected their perception and how they perceive success in future.
3. Many inclusive educational placements were noted in the schools.

4. Several background variables, namely age, level of education and in-service training, influenced principals' views and practices regarding inclusion.
5. The inclusive education has been widely implemented in Israeli elementary schools since the passage of the 1988 law passed.
6. Principals manifest a clear vision of inclusion and how their leadership behaviours promote inclusive policies.

Mainstreaming/inclusion are one of the more complex changes on the current educational scene. The Israeli Special Education Law of 1988 and the on-going regulations issued by the Ministry of Education include provisions requiring mainstreaming. Findings are important to understand the effects of inclusion and its implications for in-service training for Principals.

**18. Mulford, B. (2003)** OECD Commissioned Paper entitled "School leaders: challenging roles and impact on teacher and school effectiveness."

The objectives of the study are:

1. The paper examines how, as a result of these developments, the role of school leaders is changing.
2. School leaders can strengthen the recruitment, development and retention of teachers, as well as lift student outcomes.

The findings suggest that on-going developments in societies and their provision of education are seen in the roles, recruitment and development of school leaders. The study demonstrates that particular leadership practices can achieve these outcomes. It is concluded that school leaders are crucial for improvement of education. The paper focuses on the importance of school leaders' role in recruitment, development and retention. The paper concluded with a number of implications of these various explorations.

**19. Praisner, C.L.(2003)** conducted a study on "Attitude of Elementary School Principals towards the Inclusion of Students with Disabilities."

The purpose of the study was:

1. To determine the attitude of elementary school principals towards inclusion of students with special needs.

2. To study the attitude of elementary principals towards the inclusion of students with severe/profound disabilities in the general education setting.
3. To study the relationship between principals' personal characteristics, training, experience and/or school characteristics and their attitudes toward inclusion.
4. To study the relationship between principals' perceptions of appropriate placements for students with different type of disabilities and their attitudes and experience.

The samples were 408 elementary school normally grades kindergarten through 6 principals randomly selected from the common-wealth of Pennsylvania.

The tool used is the 'The Principals and Inclusion Survey' (PIS). The PIS has four sections: (a) demographic, (b) training and experience, (c) attitude towards inclusion and (d) principal beliefs about most appropriate placements.

The findings are: 1. 1 in 5 principals' attitude towards inclusion are favourable while most are uncertain.

2. Favourable experience with student with special needs and exposure to special education concepts are associated with a more favourable attitude towards inclusion.
3. Principals with more positive attitude and/or experiences are more likely to place students in less restrictive settings.
4. Difference in placement and experiences were found between different categories of disability.

Results emphasize the importance of inclusionary practice that give principals positive experience with students of all types of disabilities as well as provide principals with more specific training. Principals are now expected to design, lead, manage, and implement programs for all students including those with disabilities. For such whole-school reform, a principal's leadership is seen as the key factor to success.

**20. Livingston, M., Reed, T., and Good ,J.W. (2001)** conducted a study "Attitudes of Rural School Principals toward Inclusive Practices and Placements for Students with Severe Disabilities."

The objective of the study is to gather opinions of public-school principals of rural South Georgia. Researchers developed a questionnaire for survey based on a review of major placement strategies and common works used in the region.

The data was collected through interviews conducted by graduate students at Valdosta State University. The samples of the research were native of public school principals of rural South Georgia. The principals were given five case studies of students with special needs and asked to propose the most appropriate educational placement for them. A total inclusion score for each principal was calculated by adding the five scores of the 5 case studies that was assigned to the principal.

The findings indicate- 1. Principals as instructional leaders are operational in taking initiatives in special education.

2. Rural principals were considered the self-contained classroom to be the best placement for special needs students.
3. Principals with personal experience with special needs students supported inclusive education.

## **2.2 Foreign Research related to knowledge of School Heads towards Disability.**

**1. Mueg, M.A.G, (2019)** the article “Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs.”

This is a study on the knowledge and involvement of schoolteachers, school administrators, and parents of children with special needs (CSN) in the implementing inclusive education (IE). The objective of the study is to – 1. Determine the participants’ concept of and how they are involved in inclusive education practice.

2 If there is a significant difference among the responses given by the sample groups in their concept of and their involvement in promoting inclusive education.

The problems related to inclusive education were approached using grounded theory and quantitative analysis using a modified survey questionnaire. Samples are 91 inclusive school teachers, inclusive school administrators, and a parent who’s CSN are attending inclusive schools having first-hand knowledge of and an experience with inclusive schools located in Quezon City, Metro Manila, Philippines.

Each of the research hypotheses was tested using ANOVA only after completing open coding and an answer was given to the relevant research question that had been addressed using the grounded theory approach.

The findings indicated that-

1. Participants neither questioned nor resisted the practice of inclusion in their mainstream education settings.
2. Principals admit that they are not sure whether their understanding of inclusive education is same as the widely accepted definitions.
3. The samples had a doubt whether their approach are effective enough to be responsive to the requirements of high-quality inclusive education.
4. No significant difference was noted among the samples' mean scores in the survey of their knowledge of inclusive education and involvement in inclusion.

**2. Bonnie, S. Billingsley Virginia Tech James Mc Leskey Jean B. Crockett (2017)** conducted a study on topic “Principal leadership: Moving toward inclusive education and higher achievement of schools for students with disabilities.”

The research paper features an innovative configuration (IC) matrix that can guide principals' leadership profession toward inclusive education and higher achievement of schools for students with special needs.

ICs have been used to develop and implement innovative educational strategies for at least 30 years by experts studying educational change in a national research centre. This tool is used for professional development (PD) in the Concerns-Based Adoption Model (CBAM).

An IC is a tool that identifies and describes the major components of a new practice or innovation. Implementing any innovation comes with a continuum of configurations of implementation from non-use to the ideal. ICs are organized around two dimensions: essential components and degree of implementation. The tools have also been used for program evaluation. The tool is used to evaluate course syllabi, helps to ensure that they emphasize proactive, preventative approaches instead of exclusively relying on behaviour reduction strategies.

Principals are charged with leading schools so that all students, including those with disabilities, achieve college- and career-readiness curriculum standards. In inclusive schools, principals work to ensure that all members of the school community welcome and value students with disabilities, and they encourage everyone in the school, as well as parents and those from other agencies, to collaborate and share their expertise so that students with disabilities have opportunities to achieve improved outcomes in school and in post-school life. In this paper, they have synthesized research from both the general and special education leadership literature to identify critical research findings about effective practices and their implications for practice. They have acknowledged the formidable challenges for implications of principals, especially those who have minimal preparation for the inclusion and instruction of students with disabilities. As they have emphasized, district and SEAs play important roles in supporting principals' work; improving their preparation through pre-service preparation and PD; Aligning resources and PD in ways that benefit students with disabilities.

**3. Subbaa, A.B., Yangzomb ,C., Dorjic, K., Chodend, S., Namgay, U., Carringtonf, S., and Nickerson, J. (2009) Supporting students with disability in schools in Bhutan: Perspectives from school principals.'**

The objectives of the study –

1. The challenges faced by Bhutanese educators in implementing inclusive education for students with special needs throughout their schooling system.
2. To investigate the progress of inclusive education in the schools that has started implementing inclusive education.

This is a qualitative study. The samples are 14 Bhutanese principals answering to questions regarding inclusive practices in their schools. The tool used is a self-administered structured questionnaire developed by the 2 researching professionals' one of the Australia and 1 in Bhutan. The questionnaire was designed to gather the views of the principals about the influence of an inclusive approach on students, teachers, school curriculum, and resources in Bhutan.

The findings are divided into two broad categories: firstly, the current status of inclusion in their school; and, second inclusion in the future.

1. The response of the Principals described barriers such as a lack of specialised teachers, inadequate resources and facilities, and a lack of school inclusion.
2. Special needs students are accepted by their peers.
3. The schools were working well with what they have.
4. There was a positive attitude towards inclusion in future.
5. The study shows what changes that are required for better inclusive education in Bhutan as the principals highlighted.

The findings of this research showed light to the leaders in schools and ministries of education who are working to promote and establish more inclusive schools in less developed countries.

**4. Schulze, R. (2014)** conducted a study on “School principal leadership and special education knowledge.”

The objective of the study is to find the effects of special education background and its relation with demographic variables on the perceptions of leadership styles of principals of public school with and without special education backgrounds of Massachusetts.

The data was collected by using Qsort methodology. Principals sorted 47 statements reflecting transformational instructional transactional and distributed leadership.

From the analysis it is found that the samples were separated into two groups. 1. The special education background of the samples did not influence the formation of the factors. 2. It was found that prior special education experience was not a predictor of subsequent leadership perceptions of the principals. Group A was composed of younger less educated less experienced principals in lower b grade schools who supported instructional leadership and school improvement in their leadership. Group B was composed of older more educated more experienced and more ethnically diverse principals who worked in higher b grade schools and who valued multiple leadership styles and high b level whole b school leadership. A model was developed showing a process for how principals grow their expertise and evolve their leadership over the course of their leadership careers. The study demonstrates how leadership is differentiated among schools with different levels of student performance.

**5. Wakeman, S.Y., Browder, D.M., Flowers, C., and Ahlgrim-Delzel, L. (2006)** conducted a study on “Principals’ Knowledge of Fundamental and Current Issues in Special Education .”

The research aims- 1. To study on special education knowledge in two domains— fundamental and current issues. Fundamental knowledge is to understanding the basis of the functioning and history of special education and the students it is serve.

2. Principal knowledge of special education and the variables those were associated with that knowledge.

The samples were from current secondary school principals from all 50 states and the District of Columbia in the United States who are the members of the National Association of Secondary School Principals (NASSP) from the 2004 mailing list of this organization. 1,000 samples were selected through the sampling from the total sampling frame. The samples were principals from a representative sample of principals, a systematic sampling method was used to select sample from the selected sampling frame.

The data was collect by using Survey method. The data was summarized by descriptive and inferential statistics. A questionnaire were created from the conceptual framework, was used to get responses from principals about their level of knowledge of fundamental and current special education issues. The questionnaire had four sections. The principals were asked to mention their level of agreement with the statements using a scale of agree, disagree, and no opinion. There were 14 questions about fundamental knowledge and 12 questions to know their knowledge about current-issue. In this section, principals were asked to indicate their level of knowledge using a 3-point scale where 1 = limited, 2 = basic, and 3 = comprehensive.

The findings are – 1. Secondary principals were well informed of special education issues.

2. There was a difference between levels of understanding of fundamental knowledge and current issue of special education.
3. Relationships were found between the principals’ knowledge and some of the demographic variables, training, and practices.

4. Principals believe about special education and how knowledge may influence those beliefs.
5. An understanding of why principals' knowledge and beliefs matter is related to the principals' practices.
6. Overall, the research indicated that the relationship between demographics and knowledge showed mixed results.

Principals are expected to provide an environment i.e. consistent and give opportunities for the growth and development of all students irrespective of their conditions and challenges. Principal practices have a positive relationship with knowledge of special education issues. Principals have multiple roles for providing leadership at the school level. Effective principals need to be instructional leaders, operational managers as well as managers of the school.

**6. Michael F., Di Paola, Chriss Walther, T.(2003)** conducted a study entitled "Principals and Special Education: The Critical Role of School Leader."

The objectives of the study are- 1. To examine principals' roles and their influence on developing special education services. 2. Using the Standards for School Leaders framework by Council of Chief State School Officers (CCSSO, 1996) studied the current recommendations for developing principal and its implications for effective special education administration.

The researchers from the study indicate professional organizations, and others personnel school leaders must be prepared to advocate the educational rights of all students. The objectives of the school reform are to be realized. To develop appropriate educational opportunities for students with special needs is one of the focal challenges faced by schools.

Findings suggest that- 1. Few school principals are well prepared to provide special education leadership.

2. Innovative structures such as school leadership teams, co-principals, and other distributed leadership models may be more effective in today's schools.

More research is needed to examine the role of the principal, improve the preparation of inclusive process and to explore alternative school leadership models to promote inclusion.

Preparation programs must focus on development of distributive leadership skills that could help principals to organize their schools collaboratively by professional skills, knowledge, and experiences of stakeholders. So the school leaders can create better learning atmosphere for all students, more productive and satisfying work environments for teachers, and create opportunities to focus on critical instructional issues.

The main purpose of the study is-

1. To develop knowledge and infrastructure to provide appropriate educational opportunities for all students.
2. Not only passing laws and acts can provide better education.
3. Capable and caring leaders are needed in every school in America to ensure that no child is left behind in school reforms.
4. The responsibility of the school principals' to mobilize human and material resources to enhance supportive and challenging learning environments for all students.

Without capable instructional leaders, dedicated advocates for students and teachers, and skilful community builders, inclusion will not work. Effective leadership preparation must become a national priority to achieve the goals of school reform. Finally, Recommendations for future research and principal up gradation is required.

**7. Bain, A., & Dolbel, S.(1991)** studied on, 'Principals' attitudes toward and knowledge of inclusion'. Sample was 115 principals from the state of Illinois. The samples are randomly selected.

The objectives were-

1. To elicit information regarding definitions of leadership styles, effectiveness and implementation of educational practices for enhancing successful inclusive education.

2. To find out how much prepared they are to implement and support inclusive education.

Findings indicate –

1. No clear definition was framed.
2. Principals generally viewed inclusion as most appropriate for students with special needs of mild category.
3. Teachers are not yet prepared to implement inclusive education.
4. Significant differences between extent of use and perceived effectiveness of 13 educational practices were found.
5. Administrators' awareness of practices that is required to facilitate inclusion need to be developed.

### **2.3 Indian Research related to knowledge of School Heads towards Disability:**

**1.Toong,N.G. (2020)** conducted a study entitled “Internal Stakeholders’ Knowledge and Attitude towards Inclusive Education.”

The right to education for all is to become a reality, this must ensure that all learners have access to the culture of education that considers the priority needs of the learners and improves the quality of life that they have, those with special needs too. The government took steps to include students with special needs in inclusive education/mainstream schools to give them better educational facilities.

The objectives of the study are to determine the extent of knowledge and the level of attitude of the internal stakeholders towards inclusive education.

The sample were 5 school heads, 130 teachers, and 150 randomly selected students of the secondary schools in the district of Hinoba -an, Division of Negros Occidental.

The data was collected by a researcher-made questionnaire gained by the researcher through reading books, journals, and online references. The researcher also considered the use of Multidimensional Attitudes toward Inclusive Education Scale (MATIES) to determine the level of attitude. The researcher made three (3) different questionnaires for the school heads, teachers and students.

The research utilized the descriptive co-relational survey. It was descriptive because it (a) evaluated the extent of knowledge and the level of attitude of the internal

stakeholders towards inclusion and (b) would identify the profile of the internal stakeholders. On the other hand, it was also co-relational because the mentioned variables were correlated. This study were analysed through weighted mean and Spearman Rank Correlation Coefficient.

The findings indicate-

1. The school heads and the teachers have favourable attitude while the students have a more favourable attitude towards inclusive education in terms of their beliefs and feelings.
2. When actions are considered, the attitude of the school heads and the students is more favourable while the teachers have a favourable attitude.
3. The internal stakeholders have very high extent of knowledge towards inclusive education.
4. There is a strong relationship between the internal stakeholders' extent of knowledge and their level of attitude towards inclusive education.
5. There is a strong relationship between the school heads' educational attainment and their (a) extent of knowledge and (b) level of attitude towards inclusive education.

**2. Mitiku, W., Alemu, Y., and Mengsitu, S. (2014)** conducted the study “Challenges and Opportunities to Implement Inclusive Education.”

The objectives of the study are-

1. To examine the challenges and opportunities to implement inclusive education in selected primary schools of North Gondar Zone.
2. To check the success of implementation of inclusive education in the schools.
3. To identify the practical opportunities for the provision of inclusive education in the schools.
4. To identify the practical challenges to apply inclusive educational system in these schools. (Asian Journal of Humanity, Art and Literature, Volume 1, No 2 (2014) Asian Business Consortium AJHAL Page 120).
5. To find proposed solutions by comparing the opportunities and challenges for the provision of inclusive education in the schools.

Descriptive survey was used as a research design to explain the current trends existing in inclusive education.

The samples were taken by using systematic random sampling to give fair and equal chance of selection. Samples for the study are taken from two schools in Chilga and Tikil Dingay primary schools. There were 71 samples, 4 school's principals, 16 professional teachers of special needs, and 51 students with different challenges.

Data was collected through questionnaire, structured interview schedule and observation. The data was collected by studying related literatures on international policies and concepts of inclusive education in detail. This study was conducted in schools which are located in Gondar zone, and the study has conducted from August 1, 2012-Jan.30, 2013.

The findings indicate that even though there are some opportunities that support inclusive education it cannot be taken for granted as there are lack of awareness, commitment, and collaboration. Challenges and barriers are there that hinder in implementing the process of full inclusion.

**3. Sharma, S. ,and Giri, D.K. (2013)** “Comparative study of awareness and attitude of secondary school principals, teachers and parents on the introduction of inclusive education for disabled under centrally sponsored scheme.”

Objectives of the study are-

1. To study the awareness of principals, teachers and parents on the basis of gender towards inclusive education for special needs students in secondary schools under Centrally Sponsored Scheme.
2. To study the attitude of male and female principals, teachers, parents, towards introduction of inclusive education for special needs students in secondary schools under Centrally Sponsored Scheme.
4. To compare the attitude of principals, teachers and parents on the basis of gender towards introduction of inclusive education for special needs student in Secondary Schools under Centrally Sponsored Scheme.
5. To find out the correlation between awareness and attitude of the respondents on introduction of inclusive education for special needs students in Secondary Schools under Centrally Sponsored Scheme.

6. To compare the level of awareness and its impact on attitude of male and female principals, teachers & parents towards introduction of inclusive education for special need students in Secondary Schools under Centrally Sponsored Scheme.
7. To prepare a curriculum framework for secondary stage for implementing the provision of inclusive education for special needs students.

The population constitutes the entire secondary schools whether fully government owned, government recognized private schools, schools recognized by ICSE or CBSE boards which are situated in Agra District of Uttar Pradesh. The parents also belong to Agra District, U.P. State.

Data was collected through self-developed Awareness and Attitude Questionnaires which is developed through standard tools preparation procedures by the researcher with the help of his guide and experts in the field of inclusive education.

**4. Gerald Simangaliso Mthethwa (2008)** conducted a study on the topic “Principals' knowledge and attitudes regarding inclusive education: implications for curriculum and assessment.”

The main objective of the present research is to examine principals' knowledge about and attitudes towards inclusive education. The other objectives are –

1. To determine the extent to which principals know about inclusive education and a child with special educational needs.
2. To determine whether principals' demographical factors (gender, teaching experience and phase of the school) have any influence on their knowledge about inclusive education and a child with a special educational need.
3. To determine the nature of principals' attitudes towards inclusive education.
4. To determine whether principals' biographical factors (gender, teaching experience and phase of the school) have any influence on their attitudes towards inclusive education.
5. To determine whether there is any relationship between principals' knowledge and attitudes towards inclusive education.

The samples for the study were from 212 school principals of mainstream schools in the KwaZulu-Natal Province consists of four regions. Random sampling method was used to select the samples.

A questionnaire was administered to collect the data consisting of 3 sections. Section A: consists of principals' demographic information. Section B: consists of knowledge questionnaire. Section C: consists of attitude questionnaire.

The findings are-

1. Principals differ in the extent to their knowledge about inclusive education and a child with special educational needs.
2. 65.1% of principals had a high level of knowledge about inclusive education and child with special educational needs.
3. Teaching experience has an influence of principals' knowledge about inclusive education and a child with special educational needs.
4. 60.8% of principals hold a favourable attitude towards inclusive education.
5. Gender, teaching experience and phase of the school has no influence on principals' attitudes towards inclusive education.
6. There is a positive relationship between principals' knowledge about an attitude towards inclusive education.

**5. Kuyini, A.B., and Desai, I.( 2007)** conducted a study entitled “Principals’ and teachers’ attitudes and knowledge of inclusive education as predictors of effective teaching practices in Ghana.”

The objectives of the study are-

1. To determine principals’ and teachers’ attitudes towards inclusive education and knowledge of inclusive education.
2. Principals’ expectations from teachers in implementing inclusive education.
3. To determine the predictors of effective teaching practices in their classrooms to implement inclusive education.

The samples are from 128 educators of which 20 principals and 108 teachers were from 20 primary schools in two districts of Ghana.

Data were collected through 3 questionnaires ‘Attitude towards Inclusive Education Scale (ATIES)’, ‘Knowledge of Inclusive Education Scale (KIES)’ and ‘Principals’ Expectations Scale (PES)’. Of the 108 teachers, 37 were observed in their classrooms during delivering instructions.

The data were analysed by a various statistical procedures including Regression Analysis and Discriminant Function Analysis.

The results indicate that attitudes towards inclusion and knowledge of inclusion predicted effective teaching practices, and not principals' expectation.

Implications of the study showed for the need of implementation of effective inclusive practices in Ghanaian schools and the need for future research are required.

## 2.4 Review Matrix

Foreign Research Related to Attitude of school heads towards Inclusive Education:					
Sl. No.	Name , Year	Publication	Topic	Description	Findings
1	Khaleel,N., Alhosani,M. and Duyar,I.( 2021)	A Teachers' Perspective Front. Educ.	The Role of School Principals in Promoting Inclusive Schools.	The objective of the present research investigated the conditions of inclusive schools in the reference to UAE and focused on finding the role of school principals in promoting inclusive schools in the city of Al Ain, UAE. A qualitative research design was used with a phenomenological approach. A semi-structured interview was used to gather data from the samples. A total of 10 samples are taken from special education and general education teachers, of which five from public schools and five from private schools. The qualitative data was then refined and analysed by using thematic analysis.	The major findings reflected the key role of principals in creating and promoting inclusive schools. Considering the factors that affect the inclusion of 'Students of Determination' (SODs) referring to students with special needs, and implementing effective inclusive practices in schools. Principals' awareness of inclusive education is a significant factor in creating and promoting inclusive schools. These findings throw light on conditions that could promote inclusive schools in the UAE taking in to consideration the key role played by principals in implementation of inclusive schools. The study recommended a systematic provision of human resource development, focusing the enhancement and improvement of principals' awareness of inclusive education in schools.
2	Sebeta,A.D.G. (2019)	International Journal of Technology and Inclusive Education (IJTIE), Volume 8(1).	School Principals and Teachers Perceptions of Inclusive Education in Sebeta Town Primary Government Schools, Sebeta, Ethiopia	The main objective of this research was to study the perceptions of school principals and teachers of Sebeta town primary government schools (grade 1-8) on inclusive education. The samples of the study were 16 school principals, deputy principals and 78 teachers of government primary schools of Sebeta town. The data was collected using questionnaire, structured interview and observational check list. Descriptive survey research designs were used to obtain relevant and precise information	<p>1. School principals and teachers have positive perceptions towards inclusive education due to the lack of inclusive educational materials and unsuitable school physical structures.</p> <p>2. The level of implementation of inclusive education in general schools were very poor (mean score &lt; 9&gt; 0.05) between teachers of different schools, gender, teaching experience, education level, and subject of graduation of teachers on perceptions of inclusive education. Support given to schools from various educational stakeholders is unsatisfactory to implement inclusive education.</p>

3	UgwuChineloJay ,U.C.andOnukwufor Jonathan, N.(2018)	American Journal of Applied Psychology, 6 (1) ,1-7	Investigation of Principal's attitude towards Inclusion of Special Needs Students in Public and Private Secondary Schools	The objectives of the study are to determine the prevailing attitude of principals towards inclusion of students with disability.It also tested: 1. The differences between attitude of male and female principals, 2. Between private and public school's principals, 3. Knowledge of special education and years of service in general education. A survey design was used on 116 principals. The data was collected using adapted instrument titled 'Scale of Teachers Attitude towards Inclusive Classroom' (STATIC) developed by Cochran (1997).	Results indicate that maximum number of school principals have positive attitude towards inclusion. Teachers with special education knowledge showed higher level of positive attitude. In respect of gender, years of service and type of school no significant difference exists.
4	Cammy, D.andMurphy,R(2018)	Journal of Education and Culture Studies ISSN 2573-0401 (Print) ISSN 2573-041X (Online) Vol. 2, No. 4	Educational Leaders and Inclusive Special Education: Perceptions, Roles, and Responsibilities	<p>The objective of the qualitative case study is 1. To understand the perceptions, roles, and responsibilities of district leaders involved in the special education decision-making process and principals who oversee successfully inclusive schools. 2. To gain better understanding of how educational leaders articulate their perceptions toward inclusive education.A sample of 7 educational leaders participated in the study of which four were principals and three were district leaders of Midwestern state.</p> <p>This study used a qualitative case study designed to understand educational leaders' beliefs and perceptions toward inclusive education. Structured e-mail interviews and a document review are used to collect data.</p>	<ol style="list-style-type: none"><li>1. The educational leaders included in this study valued the philosophy of inclusion and held positive perceptions toward inclusive education.</li><li>2. All educational leaders in this study believed in and supported a culture of inclusion in their district.</li><li>3. The predominant factors that contributed in inclusion are culture, collaboration, limited staff, purposeful inclusion, consideration of individual needs, acceptance, relationships, appreciation of diversity, and student learning.</li><li>4. Educational leaders described their role in inclusive education programs as collaborators, problem solvers, professional developers, and facilitators.</li></ol>
5	Sider, S., Maich, K and Morvan, J. ( 2017)	Canadian Journal of Education / Revue Canadienne	School Principals and Students with Special Education Needs: Leading Inclusive Schools	<p>The objectives of this study are-</p> <ol style="list-style-type: none"><li>1. To identify the types of special education training that school principals engage in, as well as to Leading Inclusive Schools</li><li>2. To explore the daily issues and critical incidents that principals might experience when supporting students with special education needs.</li></ol> <p>The research was conducted to examine the related research questions through interviews with 15 principals and five other educational stakeholders of four school boards.</p>	<ol style="list-style-type: none"><li>1. The importance of personal values in shaping of inclusive school culture.</li><li>2. Need of variety in professional learning experiences.</li><li>3. Similarities in daily experiences and the importance of accessibility for students and staff.</li><li>4. The importance of leadership in enhancing inclusive school culture.</li><li>5. The effect of critical issues in shaping principals' leadership roles.</li></ol>

6	Nguluma,H.F., Mustafa and Titrek,O. ( 2017)	International Journal for lifelong education and Leadership (2017),3(2)1-12	School Administrators' Attitudes toward Inclusion of Children with Disabilities In the General Education Classrooms	<p>1. To identify the attitudes of the school administrators in reference to how they view the children with special needs and their inclusion in the mainstream schools.</p> <p>2. To find out how school administrators' attitudes toward inclusion is influenced by the demographic variables, i.e. gender, age, years of teaching and administrative experiences, training in special education, personal experience with individuals with special needs, types of school, job position, students' enrolment and the level of disabilities.</p> <p>A customized questionnaire "The Principals' Attitudes toward Inclusive Education" (PATIE) scale was used for collecting the data. The sample of the study included 232 school administrators; principals and assistant principals from the public elementary and middle schools in Sakarya Province.</p>	The results of this research study revealed that overall attitude of the school administrators were significantly positive. Their attitudes toward inclusion of children with disabilities in general schools were influenced by several independent variables i.e. training related to special education, job position and the years of teaching experience in mainstream schools.
7	LeMay,H . (2017)	East Tennessee State University 8-2017.A dissertation presented to the faculty of the Department of Educational Leadership and Policy Analysis East Tennessee State University	Administrator and Teacher Attitudes Toward Inclusion. Electronic theses and dissertation Student WorksEast Tennessee State University Digital Commons	<p>The main objectives of the study were to examine the attitudes of teachers and administrators toward inclusion in the classroom.</p> <p>. Samples in this study were from 3 schools of districts in East Tennessee.</p> <p>The researcher developed the survey instrument for this study with 9 research questions.</p> <p>A survey approach was used to gather data to investigate the views of school principals about the impact of an inclusive approach on students, teachers, school curriculum, and resources in Bhutan. Survey methods included interviews by person or over the phone and administered a questionnaire to participants via an email.</p>	1. Education level did not play a significant role in the attitudes, training, or resources dimensions of the study. 2. Sample role and years of experience did play a significant role in the samples' attitudes toward inclusion. 3. Administrators held more positive attitudes toward inclusion than teachers and reported having more resources on inclusion than teachers. 4. Those samples with 0-15 years of experience held more positive attitudes on inclusion than those with 16-30 plus years of experience.
8	McLeskey, J., Billingsley,B., Nancy L. and Waldron. (2016)	:1-78635-544-7, eisbn: 978-1-78635-543-0issn: 0270-4013	Principal Leadership for Effective Inclusive SchoolsGeneral and special education inclusion in an age of change: roles of professionalsinvolved.	Research in mainstream education has demonstrated that school principals have an impact on the effectiveness of schools and students' achievement. This is not a direct impact, but rather how principals indirectly impact student learning by improving the learning environment of a school and the teaching methods of teachers. The dimensions of principal's practice that are most influences in improving schools and student achievement relate in establishing a collaborative vision in facilitating a high-quality learning environment for students, upgrading the teaching capacity of teachers, creating a supportive body for learning, and connecting with external stakeholders.	After reviewing these dimensions of Principals' practice, a brief case study illustrates how a principal is effective in inclusive school to apply several of these practices, including staff collaboration, progress monitoring, and professional development to enhance teacher's method of teaching and student achievements.

9	TaleshiaL.Chandler .( 2015)	Walden Doctoral Studies Collection at ScholarWorks	School Principal Attitudes Toward the Inclusion of Students with Disabilities.	The aim of this non-experimental, quantitative study, based on transformational leadership theory, was to study attitudes of principals toward the inclusion of students with special needs in mainstream classrooms. An electronic version of The Principals' Attitudes toward Inclusive Education Scale was administered to collect data. The samples were from 73 school principals of South-eastern district.	<p>1. Principals had positive attitudes toward inclusion.</p> <p>2. Having relatives and/or friends with disabilities and special education experience were significant predictors of favourable attitudes toward inclusion.</p> <p>The study contributes to positive social change by highlighting the variables which are related to principals' positive attitudes toward inclusive education. This information will help to formulate preparatory programs for understanding how special education training and experience with individuals with special needs affect their attitudes toward the inclusion of students with special needs for Principals, assistant Principals and school administration.</p>
10	Ashfaq, M., Bashir,N.&Uzair-ul-Hassan, M.( 2015)	Journal of Educational Sciences & Research Spring , Volume 2, No. 1	Attitudes of School Heads towards Inclusion of Student with Disabilities in Regular Schools.	<p>The objectives of the study are:</p> <ol style="list-style-type: none"> <li>1. The attitudes of school heads toward the inclusion of students with disabilities in the general education setup.</li> <li>2. The level of understating about inclusive education of school heads.</li> <li>3. The attitudes of male school heads differ from female school heads.</li> <li>4. The attitudes of school heads of rural areas differ from school heads of urban areas.</li> <li>5. To find out the significant difference between the attitudes of school heads towards inclusion with reference to their age.</li> <li>6. To find out the significant difference between the attitudes of school heads towards inclusion with reference to their qualification.</li> <li>7. To find out the significant difference between the understating of school heads towards inclusion with reference to their age.</li> <li>8. To find out the significant difference between the understating of school heads towards inclusion with reference to their qualification.</li> </ol> <p>The samples were the head of 200 public schools' of ten districts of Punjab including male and female from urban and rural areas. Attitudes towards Inclusive Education Scale (ATIES) which was developed by Wilczenski (1992).</p>	School heads of rural area have more favourable attitude towards inclusion and there is no significant difference between male and female heads towards inclusion of students with special needs.

				is a questionnaire was used as an instrument for collecting data.	
11	Cohen, E. (2015)	Open access article under the CC BY-NC-ND Published by Elsevier Ltd. Peer-review under responsibility of Academic World Education and Research Center.5th World Conference on Learning, Teaching and Educational Leadership, WCLTA.License ( <a href="http://creativecommons.org/licenses/by-nc-nd/4.0/">http://creativecommons.org/licenses/by-nc-nd/4.0/</a> )	Cohen, E. (2015)	The objectives of the research study are: 1. Leadership styles of primary school principals and their attitudes toward inclusive education. 2. The relations between teachers regarding the leadership style as well as teachers' attitudes toward inclusive education. Data was collected from 15 principals and 81 teachers in their elementary schools in Israel most of the principals Data was collected through a 'Multifactor Leadership Questionnaire' (MLQ) to measure the range of leadership styles.	Significant relationships between years of teaching in special education and leadership styles. Principals and teachers expressed similar positive outlook in support of inclusion Favourable attitudes towards inclusion as well as several concerns were also noted. Both principals and their teachers were confident that they had major inclusion competencies.
12	Ngwokabuenui, P.Y.(2013)	The internationaljournal.org > RJSSM: Volume: 02, Number: 10	Principals' attitudes toward the inclusion of students with disabilities in the general education setting – the case of public secondary and high schools in the north west region of cameroon	Main objectives of the study are: 1. To determine school Principals attitudes and perceptions in including students with special needs in mainstream education classrooms. 2. To assess the secondary and high school Principals' attitudes towards inclusion in the North West Region. 3. To determine if there was a relationship between types and experience of Principals and their attitudes towards inclusive education, including the following variables: a) Years of experience in mainstream education classroom. b) Years of experience in special education settings. c) Number of years of experience as a Principal. 4. To study if there is a relationship between principals' gender and their attitudes towards inclusive education. 5. To study if there is a relationship between principals' age and their attitudes towards inclusive education. 6. To study if there is a relationship between the percentages of special needs students in the school and their attitudes towards inclusive education. 7. To study if there is a relationship between the principal's knowledge of special education law and their attitudes	1. Demographic variables, special education teaching experience and training, did not have a statistical significant effect on principals' attitudes toward inclusive education. 2. Principals' knowledge of law to guide special education has a significant effect on principals' attitudes toward inclusive education. 3. The importance of implementing educational administration programmes including curriculum studies in teachers' training colleges to prepare future school principals with stronger, more favourable attitudes toward including students with special needs in mainstream education setting.

				towards inclusive education.  The design of the study was the survey design. The population of this study consisted of 90 Government Secondary and High Schools (GSS & GHS) Principals of in the NWR of Cameroon selected through simple random sampling technique. The main research questionnaire used in this study consisted of 36 items.	
13	Farah,A.I, (2013)	A report Global Journal of Human social science Volume 13 Issue 13 Version 1.0.	School Management: Characteristics of Effective Principal	Research indicates that managing a school is similar to managing a state. So, the role of school principal must be similar as a politician, economist, psychologist and sociologist. As culture, ethnicity, gender and religion of the school population is diverse as it is in a state. The research paper discussed characteristics of a successful principal. 9 self-assessment tips derived from the 9 alphabet letters that the word principal consists. Through assessment Principals will understand that their task is unique and require extra knowledge and standards to apply it.	The study also depicts the principal is the corner stone of the school and plays a vital role in development of education programs. It is necessary to equip principals with knowledge and skills to address multiple changes and complex task of managing human being. Principals of schools must be familiar with management skills and leadership styles as the main objective of the schools is to produce creative learners who will be the future leaders;
14	Yeo,L.S. , Neiharta ,M., Tangb ,H.N., Chonga,W.H . and Vivien S. Huana(2011)	Asia Pacific Journal of Education Vol. 31, No. 2, 143–15	An inclusion initiative in Singapore for preschool children with special needs	It is a qualitative study on children with mild learning disabilities and a therapy outreach programme for them by a local children’s hospital. Samples were the 9 parents, 12 teachers, 3 principals and 3 therapists related to the 9 children receiving therapy from two childcare centres. The present study used a qualitative design to gather information for a rich description of the factors in sustaining or creating barrier in an inclusive educational initiative in the community. Data collection is done using interview methods.	Facilitators of inclusion included communication, collaboration, availability of training and resources, and a readiness to promote inclusive education. Barriers to inclusion as reported are person-related hindrances, structural obstacles, gaps in programme delivery, and limited specialized training and resource. The study indicates that in the absence of mandatory provisions for inclusion, children with special needs can be supported in mainstream education system when there is a scope for “buy in” at early inclusion and intervention by key stakeholders.
15	Smith, C .W.( 2011)	Electronic Theses and Dissertations.368. Jack N. Averitt College of at Digital Commons@GeorgiaSouther	Attitudes of Secondary School Principals Toward Inclusion of Students with Disabilities in General Education Classes	The objectives of this study are to recognize perceptions of principals towards inclusion of students with special needs in mainstream classrooms of secondary schools in the state of Georgia. The survey method was used by researcher. The survey was administered to 405 principals through e-mail. A modified tool developed by Dr. Cindy L Praisner ‘Principals and Inclusion Survey’ (2000) was used as a survey tool.	Principals’ of Georgia secondary schools reported a favourable attitude toward inclusion of students with special needs.

				<p>102 principals<sup>*</sup> responded to the partial survey with 98 responded to the complete survey.</p> <p>Data collected through this survey determine the current perceptions of secondary school principals related to their experience, attitude, and impact toward inclusion in Georgia.</p>	
16	Horrocks, J.L., White, G. & Roberts, L. (2008)	<i>JAutismDevDisord</i> 38, 1462–1473	Principals' Attitudes Regarding Inclusion of Children with Autism in Pennsylvania Public Schools	<p>The objectives of the study are -</p> <ol style="list-style-type: none"> <li>1. To study the attitudes the principals held regarding the inclusion of students with disabilities.</li> <li>2. To study the relationship between their attitudes and their placement recommendations for children with autism.</li> <li>3. To study the relationship between specific demographic factors and attitudes towards inclusion and placement.</li> </ol> <p>The samples are selected through a stratified random sampling. The samples are drawn from the list of 3,070 principals are from the public schools of Pennsylvania.</p>	The most significant factor in predicting a positive attitude toward inclusion of children with special needs and higher recommendations of placements for children with autism. Principals believed that students with ASD could be included in a mainstream classroom.
17	Avissar, G., Reiter, S. and YonaLeyser, Y (2003)	<i>Eur. J. of Special Needs Education</i> , Vol. 18, No. 3 October 2003, pp. 355–369	Principals' views and practices regarding inclusion: the case of Israeli elementary school principals	<p>The objective of the research:</p> <ol style="list-style-type: none"> <li>1. To study that the school principal is the leading figure in implementing inclusion.</li> <li>2. To study Principals' role as a changing agent.</li> </ol> <p>The variables studied were the principal's educational vision and the inclusive practices in school.</p> <p>Samples were from 205 elementary schools principals in Israel. The sample included 6 largest school of district in Israel. Sample represented a variety of schools of different sizes and characteristics, cities, towns and villages, urban and rural areas. Of 205 schools, 110 participated.</p> <p>The tool used was a Questionnaire for Principals (QP) to identify the perceptions and the inclusive practices of school principals.</p>	<ol style="list-style-type: none"> <li>1. Principals were found to perceive the expected social success of mainstreamed students more than their expected educational success.</li> <li>2. The severity of the special needs affected their perception and how they perceive success in future.</li> <li>3. Many inclusive educational placements were noted in the schools.</li> <li>4. Several background variables, namely age, level of education and in-service training, influenced to principals' views and practices regarding inclusion.</li> <li>5. The inclusive education has been widely implemented in Israeli elementary schools since the passage of the 1988 law passed.</li> <li>6. Principals manifest a clear vision of inclusion and how their leadership behaviours promote inclusive policies.</li> </ol>

18	Mulford,B. ( 2003)	Professor and director leadership for learning research group University of Tasmania.	School leaders: challenging roles and impact on teacher and school effectiveness	<p>The objectives of the study are:</p> <ol style="list-style-type: none"> <li>1. The paper examines how, as a result of these developments, the role of school leaders is changing.</li> <li>2. School leaders can strengthen the recruitment, development and retention of teachers, as well as lift student outcomes.</li> </ol>	The findings suggest that on-going developments in societies and their provision of education are seen in the roles, recruitment and development of school leaders. The study demonstrates that particular leadership practices can achieve these outcomes.
19	Praisner, C.L. (2003)	Council for Exceptional Children. Vol. 69(2), 135-145	'Attitude of Elementary School Principals towards the Inclusion of Students with Disabilities'	<p>The purpose of the study was:</p> <ol style="list-style-type: none"> <li>1. To determine the attitude of elementary school principals towards inclusion of students with special needs.</li> <li>2. To study the attitude of elementary principals towards the inclusion of students with severe/profound disabilities in the general education setting.</li> <li>3. To study the relationship between principals' personal characteristics, training, experience and/or school characteristics and their attitudes toward inclusion.</li> <li>4. To study the relationship between principals' perceptions of appropriate placements for students with different type of disabilities and their attitudes and experience.</li> </ol> <p>The samples were 408 elementary school normally grades kindergarten through 6 principals randomly selected from the common-wealth of Pennsylvania.</p> <p>The tool used is the 'The Principals and Inclusion Survey' (PIS).</p>	<p>: 1. 1 in 5 principals' attitude towards inclusion are favourable while most are uncertain.</p> <ol style="list-style-type: none"> <li>2. Favourable experience with student with special needs and exposure to special education concepts are associated with a more favourable attitude towards inclusion.</li> <li>3. Principals with more positive attitude and/or experiences are more likely to place students in less restrictive settings.</li> <li>4. Difference in placement and experiences were found between different categories of disability.</li> </ol>
20	Livingston,M ., Reed,T. and Good J.W.( 2001)	The Journal of Research for EducationalLeaders Volume 1(1),	Attitudes of Rural School Principals toward Inclusive Practices and Placements for Students with Severe Disabilities	<p>The objective of the study is to gather opinions of public-school principals of rural South Georgia. Researchers developed a questionnaire for survey based on a review of major placement strategies and common works used in the region.</p> <p>The data was collected through interviews conducted by graduate students at Valdosta State University. The samples of the research were native of public school principals of rural South Georgia.</p>	<p>- 1. Principals as instructional leaders are operational in taking initiatives in special education.</p> <ol style="list-style-type: none"> <li>2. Rural principals were considered the self-contained classroom to be the best placement for special needs students.</li> <li>3. Principals with personal experience with special needs students supported inclusive education.</li> </ol>

**Foreign Research related to knowledge of School Heads towards Inclusive Education**

<b>Sl. No.</b>	<b>Name Year</b>	<b>Publication</b>	<b>Topic</b>	<b>Description</b>	<b>Findings</b>
1	Mueg, M.A.G ,(2019)	Research Gate article	Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs	<p>The objective of the study is to – 1. Determine the participants’ concept of and how they are involved in inclusive education practice.</p> <p>2 If there is a significant difference among the responses given by the sample groups in their concept of and their involvement in promoting inclusive education.</p> <p>. Samples are 91 inclusive school teachers, inclusive school administrators, and a parent who’s CSN are attending inclusive schools having first-hand knowledge of and an experience with inclusive schools located in Quezon City, Metro Manila, Philippines.</p>	<p>The findings indicated that-</p> <ol style="list-style-type: none"> <li>1. Participants neither questioned nor resisted the practice of inclusion in their mainstream education settings.</li> <li>2. Principals admit that they are not sure whether their understanding of inclusive education is same as the widely accepted definitions.</li> <li>3. The samples had a doubt whether their approach are effective enough to be responsive to the requirements of high-quality inclusive education.</li> <li>4. No significant difference was noted among the samples’ mean scores in the survey of their knowledge of inclusive education and involvement in inclusion.</li> </ol>
2	Bonnie S. Billingsley Virginia Tech James McLeskey Jean B. Crockett ( 2017)	University of Florida . CEEDAR Document No. IC-8. Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center	Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students With Disabilities	<p>The research paper features an innovative configuration (IC) matrix that can guide principals’ leadership profession toward inclusive education and higher achievement of schools for students with special needs.</p> <p>ICs have been used to develop and implement innovative educational strategies for at least 30 years by experts studying educational change in a national research centre. This tool is used for professional development (PD) in the Concerns-Based Adoption Model (CBAM).</p> <p>Principals are charged with leading schools so that all students, including those with disabilities, achieve college- and career-readiness curriculum standards. In inclusive schools, principals work to ensure that all members of the school community welcome and value students with disabilities, and they encourage everyone in the school, as well as parents and those from other agencies, to collaborate and share their expertise so that students with disabilities have opportunities to achieve improved outcomes in school and in post-school life.</p> <p>Researcher have synthesized research from both</p>	<p>Principals have acknowledged the formidable challenges for implications of principals, especially those who have minimal preparation for the inclusion and instruction of students with disabilities. As they have emphasized, district and SEAs play important roles in supporting principals’ work; improving their preparation through pre-service preparation and PD; Aligning resources and PD in ways that benefit students with disabilities.</p>

				the general and special education leadership literature to identify critical research findings about effective practices and their implications for practice.	
3	Subbaa ,A.B., Yangzomb ,C., Dorjic ,K., Chodend ,S., Namgaye ,U., Carringtonf,S .and Nickerson,J. (2009)	International Journal of Inclusive Education, 23(1), pp. 42-64	Supporting students with disability in schools in Bhutan: Perspectives from school principals	<p>The objectives of the study –</p> <ol style="list-style-type: none"> <li>1. The challenges faced by Bhutanese educators in implementing inclusive education for students with special needs throughout their schooling system.</li> <li>2. To investigate the progress of inclusive education in the schools that has started implementing inclusive education.</li> </ol> <p>This is a qualitative study. The samples are 14 Bhutanese principals answering to questions regarding inclusive practices in their schools. The tool used is a self-administered structured questionnaire developed by the 2 researching professionals’ one of the Australia and 1 in Bhutan. The questionnaire was designed to gather the views of the principals about the influence of an inclusive approach on students, teachers, school curriculum, and resources in Bhutan.</p>	<ol style="list-style-type: none"> <li>1. The response of the Principals described barriers such as a lack of specialised teachers, inadequate resources and facilities, and a lack of school inclusion.</li> <li>2. Special needs students are accepted by their peers.</li> <li>3. The schools were working well with what they have.</li> <li>4. There was a positive attitude towards inclusion in future.</li> <li>5. The study shows what changes that are required for better inclusive education in Bhutan as the principals highlighted.</li> </ol>
4	Schulze, R. (2014)	Doctoral Dissertations. 147	"School Principal Leadership and Special Education Knowledge"	<p>The objective of the study is to find the effects of special education background and its relation with demographic variables on the perceptions of leadership styles of principals of public school with and without special education backgrounds of Massachusetts.</p> <p>The data was collected by using Qbsort methodology. Principals sorted 47 statements reflecting transformational instructional transactional and distributed leadership.</p> <p>Group A was composed of younger less educated less experienced principals in lower b grade schools who supported instructional leadership and school improvement in their leadership. Group B was composed of older more educated more experienced and more ethnically diverse principals who worked in higher b grade schools and who valued multiple leadership styles and high b level whole b school leadership.</p>	<ol style="list-style-type: none"> <li>1. The special education background of the samples did not influence the formation of the factors.</li> <li>2. It was found that prior special education experience was not a predictor of subsequent leadership perceptions of the principals.</li> </ol>
	Wakeman,S.Y.,	NASSP Bulletin, Vol. 90, No. 2	Principals’ Knowledge of	The research aims-I. To study on special	– 1. Secondary principals were well informed of special

5	Browder,D.M., Flowers,C. and Ahlgrim-Delzel,L . ( 2006)		Fundamental and Current Issues in Special Education	<p>education knowledge in two domains— fundamental and current issues. Fundamental knowledge is to understanding the basisof the functioning and history of special education and the students it is serve.</p> <p>2. Principal knowledge of special education and the variables those were associated with that knowledge.</p> <p>The samples were from current secondary school principals from all 50 states and the District of Columbia in the United States who are members of the National Association of Secondary School Principals (NASSP) from the 2004 mailing list of this organization. 1,000 samples were selected through the sampling from the total sampling frame. The samples were principals from a representative sample of principals, a systematic sampling method was used to select sample from the selected sampling frame.</p>	<p>education issues.</p> <p>2. There was a difference between levels of understanding of fundamental knowledge and current issue of special education.</p> <p>3. Relationships were found between the principals’ knowledge and some of the demographic variables, training, and practices.</p> <p>4. Principals believe about special education and how knowledge may influence those beliefs.</p> <p>5. An understanding of why principals’ knowledge and beliefs matter is related to the principals’ practices.</p> <p>6. Overall, the research indicated that the relationship between demographics and knowledge showed mixed results.</p>
6	Michael F., Di Paola, Chriss Walther, T.,( 2003)	Instruction Research Group, long Beach, C A of Centre of Personnel Studies in special education University of Florida documented on the Topic In COPSSE Document No IB-7	Principals and Special Education: The Critical Role of School Leader	<p>The objectives of the study are- 1. To examine principals’ roles and their influence on developing special education services. 2. Using the Standards for School Leaders framework by Council of Chief State School Officers (CCSSO, 1996) studied the current recommendations for developing principal and its implications for effective special education administration.</p>	<p>- 1. Few school principals are well prepared to provide special education leadership.</p> <p>2. Innovative structures such as school leadership teams, co- principals, and other distributed leadership models may be more effective in today’s schools.</p>
7	Bain, A., &Dolbel, S. (1991)	Education and Training in Mental Retardation, <u>Google Scholar</u> 26, 33–42	Regular and special education principals’ perceptions of an integration program for students who are intellectually handicapped	<p>The objectives were-</p> <p>1. To elicit information regarding definitions of leadership styles, effectiveness and implementation of educational practices for enhancing successful inclusive education.</p> <p>2. To find out how much prepared they are to implement and support inclusive education.</p>	<p>1. No clear definition was framed.</p> <p>2. Principals generally viewed inclusion as most appropriate for students with special needs of mild category.</p> <p>3. Teachers are not yet prepared to implement inclusive education.</p> <p>4. Significant differences between extent of use and perceived effectiveness of 13 educational practices were found.</p> <p>5. Administrators’ awareness of practices that is required to facilitate inclusion need to be developed. 2.3 Indian Research related to knowledge of school Heads towards Disability.</p>

Indian Research related to knowledge of School Heads towards Disability					
Sl. No.	Name Year	Publication	Topic	Description	Findings
1	Toong,N.GEdD( 2020)	International Journal For Research In Social Science And Humanities ISSN: 2208-2697 Volume-6   Issue-5	Internal Stakeholders' Knowledge and Attitude towards Inclusive Education	<p>The objectives of the study are to determine the extent of knowledge and the level of attitude of the internal stakeholders towards inclusive education.</p> <p>The sample were 5 school heads, 130 teachers, and 150 randomly selected students of the secondary schools in the district of Hinoba-an, Division of Negros Occidental.</p> <p>The data was collected by a researcher-made questionnaire gained by the researcher through reading books, journals, and online references. The researcher also considered the use of Multidimensional Attitudes toward Inclusive Education Scale (MATIES) to determine the level of attitude. The researcher made three (3) different questionnaires for the school heads, teachers and students.</p> <p>The research utilized the descriptive co-relational survey.</p>	<p>1.The school heads and the teachers have favourable attitude while the students have a more favourable attitude towards inclusive education in terms of their beliefs and feelings.</p> <p>2. When actions are considered, the attitude of the school heads and the students is more favourable while the teachers have a favourable attitude.</p> <p>3. The internal stakeholders have very high extent of knowledge towards inclusive education.</p> <p>4. There is a strong relationship between the internal stakeholders' extent of knowledge and their level of attitude towards inclusive education.</p> <p>5. There is a strong relationship between the school heads' educational attainment and their (a) extent of knowledge and (b) level of attitude towards inclusive education.</p>
2	Mitiku,W., Alemu,Y. and Mengsitu ,S. (2014)	Special Needs Education, University of Gondar, Ethiopia Volume 1, Number 2	Challenges and Opportunities to Implement Inclusive Education	<p>The objectives of the study are- 1. To examine the challenges and opportunities to implement inclusive education in selected primary schools of North Gondar Zone.</p> <p>2. To check the success of implementation of inclusive education in the schools.</p> <p>3. To identify the practical opportunities for the provision of inclusive education in the schools.</p> <p>4. To identify the practical challenges to apply inclusive educational system in these schools.</p> <p>5. To find proposed solutions by comparing the opportunities and challenges for the provision of inclusive education in the schools.</p> <p>Descriptive survey was used as a research design to explain the current trends existing in inclusive education.</p>	<p>The findings indicate that even though there are some opportunities that support inclusive education it cannot be taken for granted as there are lack of awareness, commitment, and collaboration. Challenges and barriers are there that hinder in implementing the process of full inclusion.</p>

				<p>The samples were taken by using systematic random sampling to give fair and equal chance of selection. Samples for the study are taken from two schools in Chilga and TikilDingay primary schools. There were 71 samples, 4 school's principals, 16 professional teachers of special needs, and 51 students with different challenges.</p> <p>Data was collected through questionnaire, structured interview schedule and observation.</p>	
3	Sharma, S.andGiri, D.K(2013)	Conference Paper	Comparative study of awareness and attitude of secondary school principals, teachers and parents on the introduction of inclusive education for disabled under centrally sponsored scheme	<p>Objectives of the study are-</p> <ol style="list-style-type: none"> <li>1. To study the awareness of principals, teachers and parents on the basis of gender towards inclusive education for special needs students in secondary schools under Centrally Sponsored Scheme.</li> <li>2. To study the attitude of male and female principals, teachers, parents, towards introduction of inclusive education for special needs students in secondary schools under Centrally Sponsored Scheme.</li> <li>4. To compare the attitude of principals, teachers and parents on the basis of gender towards introduction of inclusive education for special needs student in Secondary Schools under Centrally Sponsored Scheme.</li> <li>5. To find out the correlation between awareness and attitude of the respondents on introduction of inclusive education for special needs students in Secondary Schools under Centrally Sponsored Scheme.</li> <li>6. To compare the level of awareness and its impact on attitude of male and female principals, teachers &amp;parents towards introduction of inclusive education for special need students in Secondary Schools under Centrally Sponsored Scheme.</li> <li>7. To prepare a curriculum framework for secondary stage for implementing the provision of inclusive education for special needs students.</li> </ol> <p>The population constitutes the entire secondary schools whether fully government owned, government recognized private schools, schools recognized by ICSE or CBSE boards which are situated in Agra District of Uttar Pradesh. The parents also belong to Agra District, U.P. State.</p> <p>Data was collected through self-developed Awareness and Attitude Questionnaires which is developed through standard tools preparation procedures by the researcher with the help of his guide and experts in the field of inclusive education.</p>	

4	Mthethwa,G.S . ( 2008)	Submitted to the Faculty of Education in fulfilment of the requirements for the degree of master of education In the Department of curriculum & instructional studies at the university of zululand	Principals' knowledge and attitudes regarding inclusive education: implications for curriculum and assessment	<p>The main objective of the present research is to examine principals' knowledge about and attitudes towards inclusive education. The other objectives are –</p> <ol style="list-style-type: none"> <li>1. To determine the extent to which principals know about inclusive education and a child with special educational needs.</li> <li>2. To determine whether principals' demographical factors (gender, teaching experience and phase of the school) have any influence on their knowledge about inclusive education and a child with a special educational need.</li> <li>3. To determine the nature of principals' attitudes towards inclusive education.</li> <li>4. To determine whether principals' biographical factors (gender, teaching experience and phase of the school) have any influence on their attitudes towards inclusive education.</li> <li>5. To determine whether there is any relationship between principals' knowledge and attitudes towards inclusive education.</li> </ol> <p>The samples for the study were from 212 school principals of mainstream schools in the KwaZulu-Natal Province consists of four regions. Random sampling method was used to select the samples. A questionnaire was administered to collect the data</p>	<ol style="list-style-type: none"> <li>1. Principals differ in the extent to their knowledge about inclusive education and a child with special educational needs.</li> <li>2. 65.1% of principals had a high level of knowledge about inclusive education and child with special educational needs.</li> <li>3. Teaching experience has an influence of principals' knowledge about inclusive education and a child with special educational needs.</li> <li>4. 60.8% of principals hold a favourable attitude towards inclusive education.</li> <li>5. Gender, teaching experience and phase of the school has no influence on principals' attitudes towards inclusive education.</li> <li>6. There is a positive relationship between principals' knowledge about an attitude towards inclusive education.</li> </ol>
5	Kuyini,A.B. and Desai, I ( 2007)	First published:18 May 2007 <a href="https://doi.org/10.1111/j.1471-3802.2007.00086.x">https://doi.org/10.1111/j.1471-3802.2007.00086.x</a> Citations: 41	Principals' and teachers' attitudes and knowledge of inclusive education as predictors of effective teaching practices in Ghana.	<p>The objectives of the study are-</p> <ol style="list-style-type: none"> <li>1. To determine principals' and teachers' attitudes towards inclusive education and knowledge of inclusive education.</li> <li>2. Principals' expectations from teachers in implementing inclusive education.</li> <li>3. To determine the predictors of effective teaching practices in their classrooms to implement inclusive education.</li> </ol> <p>The samples are from 128 educators of which 20 principals and 108 teachers were from 20 primary schools in two districts of Ghana.</p> <p>Data were collected through 3 questionnaires 'Attitude towards Inclusive Education Scale (ATIES)', 'Knowledge of Inclusive Education Scale (KIES)' and 'Principals' Expectations Scale (PES)'. Of the 108 teachers, 37 were observed in their classrooms during delivering instructions.</p>	The results indicate that attitudes towards inclusion and knowledge of inclusion predicted effective teaching practices, and not principals' expectation.

## **2.5 Research Gap:**

After reviewing the research articles on knowledge and attitude of school heads, the present researcher found that, school heads attitude toward inclusive education and sufficient knowledge about inclusive education is essential to make a successful inclusive education programme.

In India and more particularly in West Bengal sufficient research work in this line hasn't done, or if at all done, is not available to the present researcher even after a long survey of related research studies. Therefore, the present researcher noticed a wide gap regarding what are the present attitude of school heads towards inclusive education and their level of knowledge in this area. Observing the research gap the present investigator formulated her research title after a long discussion with her supervisor.

## **2.6 Rationale of the Study:**

Education in the twenty first century is undergoing rapid changes. Laws and policies are being implemented for removing barriers and bringing all children together in school irrespective of their physical and mental abilities, or social and economic status. To secure their participation in learning activities the Government policy "Education for all" is to be implemented for inclusion to be successful.

According to Salamanca Report (1994), PWD Act (1995), RTE Act 2009 and National Policies of Education (2016, 2020) we are bound to provide services for all categories of disabled children, so that they can be rehabilitated.

In PWD Act (1995) major emphasis is given on inclusive education for all types of special need children. Children's right to education cannot be realized unless and until those who teach and those who manage for teaching accept that they all have a responsibility toward these children. The responsibilities of the teachers to create appropriate learning climate the physical and emotional surroundings in which children are exposed to learn as well as the content of the learning. However, difficult the task, it still remains the responsibility of teachers, schools and government to ensure that all children have the experience of education which enables them to learn and develop to their potential. Therefore there is a need of a good coordinator who adjusts, settles, fixes and organise the responsibilities as well as lead in decision making and in creating and enacting the key values of an organisations.

Though the teacher is the key factor for the development of students, they usually depend on school administrators, who are the leaders in their school. That is principals' and headmasters who evaluate and develop ways to improve the acceptability of all those students' who are most rejected or reacted to negatively (Gamer, Pinhas & Sehmelkein, 1989). They must learn to monitor and evaluate the inclusion process. Principals need to identify relevant antecedent that lead to inclusion and assess degree of inclusion in specific school environments (Wisniewski & Alpar, 1994).

The role of the school principals has been dramatically changed to include additional duties, personnel and paper work. Principals are now expected to design, lead, manage and implement programmes for all students including those with disabilities (Sage & Burrello, 1994).

Administrators promote visions and values, and to support and encourage positive action on the part of students, teachers, parents and community members. Other new administrative roles include identifying and providing an important link between the schools and the larger community (Falvey, 1995).

For such whole school reform, a principal's leadership is seen as the key factor to success (Hipp & Huffman, 2000). Therefore to ensure the success of inclusion, it is important that principals should exhibit such behaviours that advance the integration, acceptance and success of students with disabilities in general education classes as the principal directly influences "resource allocations, staffing, structures, information flows and operating processes that determine what shall and shall not be done by the organization" (Nanus, 1992).

Due to their leadership position, principal's attitudes about inclusion could result in either increased opportunities for students to be served in general education or in limited efforts to reduce the segregated nature of special education services. Therefore, for making inclusion a grand success, first and foremost the school administrator must display a positive attitude and commitment to inclusion (Evans, Bird, Ford, Green & Bischoff, 1992; Rude & Anderson, 1992).

The principal/ headmaster makes plans, decisions, designs and manage the programme for all students including with disabilities. Principal is the key factor of a school as well as in inclusive education programme, as they are the instrumental in constructing a

barrier free environment. Their adequate management, support, competencies and commitment is essential to make inclusion a grand success. Principals coordinate the staff development training facilities for teachers and nonteaching staff to manage the SEN children.

Principals must develop and implement strong policy statement about educating students in the least restrictive settings. Principals are now expected to design, lead, manage and implement programs for all students including those with disabilities (Sage & Burrello, 1994).

Administrators are called upon to: promote visions and values, and to support and encourage positive action on the part of students, teachers, parents, and community members. Other new administrative roles include identifying and articulating the needs of inclusive schools and providing an important link between the schools and the larger community (Falvey, 1995).

For such whole-school reform, a principal's leadership is seen as the key factor to success (Hipp & Fluffman, 2000).

Therefore, the administrator must display a positive attitude and commitment to inclusion. Without their positive attitude toward inclusive education "Education for all" will not be successful. Principals are the main pillar of a school.

From several studies Evans et. Al. (1992), Rude & Anderson (1992) and others it is observed that for inclusion to be successful first and foremost, the school principals must display positive attitude and commitment to inclusion.

Although there has been some research on principal's attitude towards inclusion in India but in West Bengal no such types of study held or are not available to the present investigator even after a detailed review of related literature. Therefore, the present investigator, after a detailed theoretical study and a long discussion with her supervisor formulated the present research, **“Knowledge and Attitude of School Heads towards Inclusion of Students with Special Needs in Schools.”**

## **2.7 Statement of the Problem:**

On the basis of the above research evidences, the problem stated as

**“Knowledge and Attitude of School Heads towards Inclusion of Students with Special Needs in Schools.”**

## **2.8 Objectives of the study :**

### **2.8.1 Main Objectives of the study:**

1. To measure the knowledge of school Heads towards inclusion of students with special needs in school.
2. To study the attitude of school Heads towards inclusion of students with special needs in school.

### **2.8.2 Sub-objectives of the study:**

1. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their age.
2. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their gender.
3. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their religion.
4. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.
5. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.
6. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.
7. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.
8. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.

9. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.
- 10 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.
- 11 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of special education teaching experience.
- 12 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.
- 13 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.
- 14 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.
- 15 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.
- 16 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.
- 17 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.
- 18 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their age.
- 19 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their gender.
- 20 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their religion.
- 21 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.
- 22 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.

- 23 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.
- 24 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.
- 25 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.
- 26 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.
- 27 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.
- 28 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of year off special education teaching experience.
- 29 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.
- 30 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.
- 31 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.
- 32 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.
- 33 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.
- 34 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.
- 35 To determine if there is any correlation between the school Heads knowledge about disability and their attitude towards inclusion.

## **2.9 Research Hypotheses :**

- H<sub>0</sub>1.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.
- H<sub>0</sub>2.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their gender.
- H<sub>0</sub>3.** There would be no significant mean difference of knowledge school Heads towards inclusion of students with special needs in mainstream school on the basis of their religion.
- H<sub>0</sub>4.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their level of teaching.
- H<sub>0</sub>5.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the types of the schools they are working in.
- H<sub>0</sub>6.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the board the school is affiliated to.
- H<sub>0</sub>7.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the number of students enrolled in the school.
- H<sub>0</sub>8.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of average number of students in each class.
- H<sub>0</sub>9.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of number of special needs students in the school.
- H<sub>0</sub>10.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of year of teaching experience.

- H<sub>0</sub>11.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of year off special education teaching experience.
- H<sub>0</sub>12.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of experience as school head.
- H<sub>0</sub>13.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.
- H<sub>0</sub>14.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of type of training received in special education.
- H<sub>0</sub>15.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of special plan the school has to deal with students with special need.
- H<sub>0</sub>16.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their personal experience with students with special needs.
- H<sub>0</sub>17.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the vision of district education officer towards education.
- H<sub>0</sub>18.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.
- H<sub>0</sub>19.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their gender.
- H<sub>0</sub>20.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their religion.
- H<sub>0</sub>21.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their level of teaching.

- H<sub>0</sub>22.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the types of the schools they are working in.
- H<sub>0</sub>23.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the board the school is affiliated to.
- H<sub>0</sub>24.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the number of students enrolled in the school.
- H<sub>0</sub>25.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of average number of students in each class.
- H<sub>0</sub>26.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of number of special need students in the school.
- H<sub>0</sub>27.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of year of teaching experience.
- H<sub>0</sub>28.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of year off special education teaching experience.
- H<sub>0</sub>29.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of experience as school head.
- H<sub>0</sub>30.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.
- H<sub>0</sub>31.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of type of training received in special education.
- H<sub>0</sub>32.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of special plan the school has to deal with students with special need.

**H<sub>0</sub>33.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their personal experience with students having special needs.

**H<sub>0</sub>34.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the vision of district education officer towards education.

**H<sub>0</sub>35:** There would be no significant relationship between knowledge and attitude of school heads towards inclusion of students with special needs.

## **2.10 Operational Definition of the technical terms :**

**Attitudes:** According to Morin, Rivard, Crocker, Boursier, & Caron (2013), “Attitude is an individual’s disposition that influences how he or she will positively or negatively respond to an object, person, institution, or any aspect of one’s life.”

**Inclusion:** According to Waldron, McLeskey, & Redd (2008), “The exclusive placement of special education students in the general educational setting with appropriate support provided in the classroom to allow students to achieve the same level of success as their nondisabled peers.”

**School Heads:** According to Gous, Eloff, & Moen (2013), “The lead building level administrators who are responsible for staffing, financial management, and instruction; individuals who are certified in curriculum and instruction or educational administration whose role is to lead, mediate, and collaborate with teachers, parents, and community stakeholders to ensure student success.”

**Students with special needs:** According to Praisner (2003), “Students who have been adequately assessed and diagnosed with a disabling condition that requires accommodations and modifications to the general curriculum and related services such as physical therapy, speech pathology, social work, psychological services, or occupational therapy.”

**Knowledge:** Knowledge is the facts, information and skills acquired by a person through experience or education. The philosopher Plato defined knowledge as “Justified true belief.”

### **2.11 Delimitations:**

There are numerous limitations to consider within the study.

1. It is to be considered the sample is from 8 districts of West Bengal.
2. This sample may not represent the true characteristic of the population due to this limited number of sample.
3. Another limitation is the survey tool and the possibility for difference in interpretation.
4. As the survey is of self-report design, sample may give the answer that the researcher may want to hear and not what they may truly believe.
5. School heads may read the questions in different circumstances so they might have answered differently.

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## **CHAPTER- 3**

### **METHODS AND PROCEDURE**

#### **3.1 Population of the study:**

Population of the study consisted of school heads of government, private and sponsored both primary and secondary schools of West Bengal affiliated to West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Primary Education (WBBPE), Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CISCE). The accessible population consisted of some selected schools.

#### **3.2 Sample:**

The sample consisted of 300 school heads purposively selected from the districts of West Bengal. Population of the study consisted of school heads of government, private and sponsored both primary and secondary schools of West Bengal affiliated to West Bengal Board of Secondary education (WBBSE), West Bengal Board of Primary Education (WBBPE), Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examination (CISCE). The schools were of varying sizes with less than 250 students to more than 1,000 students and average class size ranged from 10 to over 40 students. Those schools are identified that enrolled students with special need.

#### **3.3 Sampling Technique:**

The sample population of the study consisted of 300 school heads of government, private and sponsored both primary and secondary schools of West Bengal affiliated to West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Primary Education (WBBPE), Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), who are selected through purposive sampling technique. The sample size is determined by consulting with the supervisor.

**Table Showing the details of the sample on the basis of the demographic variables**

Sample		Total Number
Gender	Male	180
	Female	120
Type of board	WBBPE	173
	WBBSE	66
	ICSC	21
	CBSC	40
Level of teaching	Primary	190
	Secondary	110
No. of students enrolled in the school	0-250 student enrolled	120
	251-500 student enrolled	66
	501-750 student enrolled	43
	751- 1000 student enrolled	15
	1001& ABOVE student enrolled	56

**Table No. 3.1**

**3.4 Variables:**

**Dependent Variables:**

- i) School heads' knowledge of inclusive education.
- ii) School heads' attitude towards inclusive education.

**Independent variables:**

- i) Age of the school heads
- ii) Gender of the school heads

- iii) Religion of the school heads
- iv) Level of Teaching
- v) Type of school
- vi) Board the school is affiliated to
- vii) No. of students enrolled in the school
- viii) Average No. of students in each class
- ix) No. of SEN student in the school
- x) Teaching Experience in years
- xi) Years of Special Education Teaching Experience
- xii) Experience as School head in years
- xiii) Formal Training in Special Education
- xiv) Type of Special Education Training
- xv) School having specific plan to deal with SEN students
- xvi) Does have personal experience with an individual having special need
- xvii) Does DEO include vision for inclusion

### **3.5 Research Design:**

The design adopted for this study is the mixed method. It is generally considered as one in which a group of individuals is studied by collecting and analysing data from a selected of the few who are considered to be a representative of the population. Data was collected from the school heads of government schools, private schools and sponsored schools both at Primary and Secondary levels. The schools of West Bengal are affiliated to West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Primary Education (WBBPE), Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE) for the purpose of describing the population at the time of the study conducted.

### **3.6 Tools:**

For collection of data from the samples two questionnaires were used by the researcher:

**1. Knowledge Assessment tool:** The questionnaire was developed by Panigrahi and Nanda (2014). 25 Items were taken from the GEM Questionnaire developed by NIMH Secundrabad. 0 was given for every wrong responses and 1 for every correct responses. Higher the score more the knowledge.

**Section I** consisted of 12 questions to measure knowledge about general information regarding disability.

**Section II** contained of 9 questions related to causes of disability and

**Section III** contained 4 questions on management of students with special need.

The knowledge assessment tool was given to the sample of 3 professionals, handling the children with special needs. Items were framed by taking the help from GEM questionnaire developed by National Institute for the Mentally Handicapped, Secunderabad. Score was given '0' for wrong response and '1' for every correct response respectively.

The knowledge assessment tool was given to the sample of 3 professionals, handling the children with special needs for content validation. The items scored more than 75% responses have been taken into the final tool.

**Validity:** Validity of the tool was established through content validity. The scale demonstrates well face validity. The draft questionnaire was given to the 3 professionals for selecting the items from the draft tools. After 21 days the first draft questionnaires were again given to same 3 professionals for selecting and considering the items.

**Reliability:** Reliability of the scale was established by inter-rater reliability method. The reliability coefficient of the scale is 0.79 including internal reliability.

**2. The Principal and Inclusion survey (PIS)** developed by C.L. Praisner (2003). This tool was used to measure the influence of the biographical factors, training programme, experience and other factors that are related to school heads' attitude towards inclusion.

The questionnaire consisted of questions in three main sections: Demographical information, Principals' training and experiences and attitudes towards inclusive education were included.

**Section I** consisted of six questions designed to elicit demographic information on the school itself for the current academic year and principal's age and gender. This information was used to describe the sample only.

**Section II**, has 10 items designed to gather background data on the principal's training, experience, and school's vision by district education officer. Variable that gives a positive response, negative or inconsistent response that shows relationship with principal's attitudes toward inclusion.

Response varied between open and closed format response categories in which the samples choose the most appropriate response.

**Section III**, a preliminary questionnaire was constructed having 27 statements of Likerts 5point type. (Strongly agree, agree, uncertain, disagree, and strongly disagree). Out of these 27 statements positive statements are in statement number 3, 4, 5, 7, 9, 11, 12, 14, 15, 17, 18, 19, 20, 22, 25, 27 and the rest number of items like 1, 2, 6, 8, 10, 13, 16, 21, 23, 24, 26 are negative statements. The score value for positive statements is 5, 4, 3, 2, 1 and that for negative statements are 1, 2, 3, 4,5. Therefore, the maximum score of the questionnaire will be 135 and minimum will be 27.

### **3.7 Collection Of Data:**

The investigator purposively selected about 300 school heads with the set of questionnaires included a permission letter from state board requesting them for participation. Typed questionnaire was served to the School Heads to determine their options toward inclusion movement. Principals were asked to complete their answer and after filling up the questionnaire these were received by the investigator. For some, the questionnaire was mailed to the school heads and response was received through e-mail. While collecting the data interview was taken for some school heads to get their views towards inclusion.

### **3.8 Data Analysis:**

The data was analysed by descriptive statistics to summarise and to find the relationship among the variables. Frequency distribution, mean, standard deviation and percentage are computed for each variable of the survey. t-test and F-test are calculated to compare the values at 0.05 levels or at 0.01 levels of significance in order to reject or retain the null hypotheses.

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## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Analysis of Quantitative Data on the basis of Knowledge:

##### 4.1.1 Table showing the report of item wise analysis of knowledge score of school heads towards inclusion of students with special needs in schools:

SL. NO.	STATEMENT	RESPONSE	
		Correct	Incorrect
<b>I</b>	<b>General Information about disability.</b>		
1.	Disability is found at any age.	36.33% (n=109)	63.7% (n=191)
2.	Disability is an infectious disease.	50.33% (n=151)	49.7% (n=149)
3.	Disabilities can be cured.	47% (n=141)	53% (n=159)
4.	Children with special need do not follow instruction.	41.6% (n=125)	58.3% (n= 175)
5.	Disability is due to black magic.	40.33% (n= 121)	59.75% (n= 179)
6.	Medicines can cure disabilities.	76.6% (n= 230)	23.4% (n= 70)
7.	Traditional healers can cure disabilities.	47.6% (n= 143)	52.4% (n= 157)
8.	Children born during solar/lunar eclipse become disabled.	87.3% (n=262)	12.7% (n= 38)
9.	Children with special needs cannot be taught like normal children.	58.6% (n= 176)	41.4% (n=124)
10.	Children are born with disabilities due to their sinful activity in previous incarnation.	45.3% (n= 136)	54.75% (n= 164)
11.	Giving a birth to a child with disabilities is responsible due to fate of mother.	56% (n=166)	44% (n= 134)

SL. NO.	STATEMENT	RESPONSE	
		Correct	Incorrect
12.	Disabilities are always hereditary.	56.3% (n= 169)	43.6% (n=131)
<b>II</b>	<b>Causes of disabilities.</b>		
13.	Malnutrition of a pregnant mother leads to disabilities of child.	80% (n= 240)	20% (n= 60)
14.	Consuming drugs/alcohol during pregnancy is harmful for the fetus & leads to birth of child with disabilities.	89.6% (n= 269)	31% (n= 11)
15.	Emotional/ physical trauma of mother may lead to disabilities in child.	72% (n= 217)	28% (n= 83)
16.	During pregnancy exposure of x-ray to mothers' fetus may lead to disabilities.	48% (n=145)	52% (n= 155)
17.	Pregnancy at an early age (below 18 years) leads to intellectual disabilities.	64% (n= 192)	46% (n= 108)
18.	Height of the mother is responsible for the child with disabilities.	94.6% (n= 284)	6.4% (n= 16)
19.	Delayed birth cry also leads to disabilities.	65.3% (n= 196)	34.7% (n= 104)
20.	Low birth weight leads to disabilities.	52% (n= 158)	48% (n= 142)
21.	Immunization/vaccination leads to disabilities.	48.3% (n=145)	51.7% (n= 155)
<b>III</b>	<b>Management of disabilities.</b>		
22.	Special teaching materials are required for teaching children with special needs.	85.3% (n= 256)	15% (n= 44)
23.	Special teaching methodology is required for teaching children with special needs.	86% (n= 258)	14% (n= 42)
24.	Special infrastructure is required for teaching children with special needs.	93% (n=281)	7% (n= 19)
25.	Medication is required to minimize the medical complications of children with special needs.	65% (n= 196)	35% (n= 179)

**Table-4.1.1**

**H<sub>0</sub>1: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their age.**

**Result of (ANOVA) knowledge score of school heads on the basis of age.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	66.43	2	33.22	2.097	Insignificant at both 0.05 & 0.01 levels
Within Groups	4703.74	297	15.84		
Total	4770.17	299			

Age Groups: 20-30,31-40,41-50,51-60.

**Table No. 4.1.2**

From the above table it is found that mean difference of knowledge on the basis of age of school heads do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>2: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their gender.**

**Result of (t-test) knowledge score of school heads on the basis of gender.**

Gender	N	Total	Mean	SD	df	t	Significance
Male	180	2780	15.44	3.75	298	0.693	Insignificant at both 0.05 & 0.01 levels
Female	120	1813	15.11	4.34			

**Table-4.1.3**

From the above table it is found that mean difference between knowledge of male and female school heads do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>3: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their religion.**

**Result of (t-test) knowledge score of school heads on the basis of their religion.**

Religion	N	Total	Mean	SD	df	t	Significance
Hindu	234	3616	15.45	4.01	296	1.63	Insignificant at both 0.05 & 0.01 levels
Muslim	64	933	14.58	3.75			

**Table-4.1.4**

From the above table it is found that mean difference between knowledge of Hindu and Muslim school heads do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>4: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.**

**Result of (t-test) knowledge score of school heads on the basis of level of teaching.**

Level of Teaching	N	Total Score	Mean	Standard Deviations	df	t	Significance
Primary	190	2858	15.04	4.03	298	-1.54	Insignificant at both 0.95 & 0.01 levels
Secondary	110	1735	15.77	3.91			

**Table-4.1.5**

From the above table it is found that mean difference between knowledge of primary and secondary school heads do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>5: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.**

**Result of (ANOVA) knowledge score of school heads on the basis type of schools they are working in.**

Source of Variance	SS	df	MS	F	Significance
Between Groups	249.34	2	124.67	8.19	Significant at both 0.05 & 0.01 levels
Within Groups	4520.83	297	15.22		
Total	4770.17	299			

Groups: Government., Private& Sponsored.

**Table-4.1.6**

From the above table it is found that mean difference among knowledge of Government. Private & Sponsored school heads exist and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>6: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.**

**Result of (ANOVA) knowledge score of school heads on the basis of the board the school is affiliated to.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	368.16	3	122.73	8.25	Significant at both 0.05 & 0.01 levels
Within Groups	4401.99	296	14.87		
Total	4770.17	299			

Groups: WBBPE, WBBSE, CBSC, ICSC.

**Table-4.1.7**

From the above table it is found that mean difference among knowledge of WBBPE, WBBSE, CBSC, ICSC school heads exist and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>7: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.**

**Result of (ANOVA) knowledge score of school heads on the basis of number of students enrolled in the school.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	212.57	4	53.14	3.42	Significant only at 0.05 level
Within Groups	3624.54	233	15.56		
Total	3837.11	237			

No.of students enrolled. Groups: 1-250,251-500,501-750,751-1000,1000 & above

**Table-4.1.8**

From the above table it is found that mean difference among knowledge of school heads on the basis of number of students enrolled in the school exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>8: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.**

**Result of (ANOVA) knowledge score of school heads on the basis of average number of students in each class.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	105.06	4	26.27	1.662	Insignificant at both 0.05 & 0.01 levels
Within Groups	4469.92	283	15.79477999		
Total	4574.99	287			

Average no.of students in class

Groups 0-9,10-19,20-29,30-39,40 or more.

**Table-4.1.9**

From the above table it is found that mean difference among knowledge of School heads on the basis of average number of students in each class do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>9: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of number of special needs students in the school.**

**Result of (t-test) knowledge score of school heads on the basis of number of special need students enrolled in the school.**

No.of SEN students in the school	N	Total	Mean	SD	df	t	Significance
1-10	255	3922	15.38	3.929	294	0.997	Insignificant at both 0.05 & 0.01 levels
11-20	45	601	14.659	4.356			

**Table-4.1.10**

From the above table it is found that mean difference among knowledge of School heads on the basis of number of special need students enrolled in the school do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>10: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.**

**Result of (ANOVA) knowledge score of school heads on the basis of their year of teaching experience.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	162.44	3	54.15	3.49	Significant only at 0.05 level
Within Groups	4493.50	290	15.5		
Total	4655.95	293			

Teaching experience

Groups: 1-6years,7-12years.13-18 years,19 years or more.

**Table-4.1.11**

From the above table it is found that mean difference among knowledge of school heads on the basis of their year of teaching experience exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>11: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of special education teaching experience.**

**Result of (t-test) knowledge score of school heads on the basis of their year of special education teaching experience.**

Years of Special. education teaching experience	N	Total	Mean	SD	df	t	Significance
1-6	2	44	22	1.414	18	3.028	Significant at both 0.05 & 0.01 levels
7-12	18	314	17.44	4.767			

**Table-4.1.12**

From the above table it is found that mean difference among knowledge of school heads on the basis of their year of special education teaching experience exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>12: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.**

**Result of (ANOVA) knowledge score of school heads on the basis of their experience as school head.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	113.17	2	56.59	3.64	Significant only at 0.05level
Within Groups	4541.81	292	15.55		
Total	4654.98	294			

Experience as School Head.

Groups: 0-5 years, 6-10 years, 11-15 years, 16-21years, 21years or more.

**Table-4.1.13**

From the above table it is found that mean difference among knowledge of school heads on the basis of their experience as school head exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>13: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.**

**Result of (t-test) knowledge score of school heads on the basis of their formal training in special education.**

Formal training in Special Education	N	Total	Mean	SD	df	t	Significance
Yes	88	1567	17.81	3.26	298	8.12	Significant at both 0.05 & 0.01 levels
No	212	3026	14.27	3.81			

**Table-4.1.14**

From the above table it is found that mean difference among knowledge of school heads on the basis of their formal training in special education exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>14: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.**

**Result of (ANOVA) knowledge score of school heads on the basis of the type of training received in special education.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	194.5471868	2	97.27359342	10.374	Significant at both 0.05 & 0.01 levels
Within Groups	1106.42802	118	9.376508642		
Total	1300.975207	120			

Type of Special Education Training

Groups: Short Training, FC SEDE, B.ED. SPL.EDU.

**Table-4.1.15**

From the above table it is found that mean difference among knowledge of school heads on the basis of the type of training received in special education exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>15: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special needs.**

**Result of (t-test) knowledge score of school heads on the basis of special plan the school has to deal with students with special needs.**

School having specific plans to deal with SEN students	N	Total	Mean	SD	Df	t	Significance
Yes	128	2105	16.45	3.73	296	4.4	Significant at both 0.05 & 0.01 levels
No	170	2459	14.47	4.004			

**Table-4.1.16**

From the above table it is found that mean difference among knowledge of school heads on the basis of special plan the school has to deal with students with special needs exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>16: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students with special needs.**

**Result of (t-test) knowledge score of school heads on the basis of their personal experience with students with special needs.**

Does have personal experience with an individual having special needs	N	Total	Mean	SD	df	t	Significance
Yes	6	85	14.17	2.401	274	-1.12	Insignificant at both 0.05 & 0.01 levels
No	270	4130	15.3	3.987			

**Table-4.1.17**

From the above table it is found that mean difference among knowledge of School heads on the basis of their personal experience with students with special needs do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>17: There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.**

**Result of (t-test) knowledge score of school heads on the basis of the vision of district education officer towards education.**

<b>Does DEO include vision for inclusion</b>	<b>N</b>	<b>Total</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>Significance</b>
<b>Yes</b>	122	1963	16.09	3.901	298	2.84	Significant at both 0.05 & 0.01 levels
<b>No</b>	178	2630	14.78	3.979			

**Table-4.1.18**

From the above table it is found that mean difference among knowledge of school heads on the basis of the vision of district education officer towards education exists and this result is significant. Therefore, null hypothesis is rejected.

#### **4.2 Analysis of Quantitative Data on the basis of Attitude:**

##### **4.2.1 Table showing the report of item wise analysis of attitude of school heads towards inclusion of students with special needs in school:**

<b>Item No.</b>	<b>Statement of the Items</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1.	Only teachers with extensive special education experience can be expected to deal with students in special school settings.	45.66% (n=137)	48.3% (n=15)	5% (n=15)	1% (n=30)	0% (n=0)
2.	Students with special needs are unable to receive benefits from the general school activities.	9.33% (n=28)	59.66% (n=179)	13.33% (n=40)	16.33% (n=49)	1,33% (n=4)
3.	A good general education teacher can do a lot to help a student with special needs.	8% (n=24)	48.66% (n=146)	35.33% (n=106)	8% (n=4)	0% (n=0)
4.	Students without special needs can profit from contact with students with special need.	8.33% (n=25)	55.66% (n=167)	22.33% (n=67)	13.66% (n=41)	0% (n=0)

Item No.	Statement of the Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5.	Regular education should be modified to meet the needs of all students including the SEN children.	13.66% (n=41)	62% (n=186)	23% (n=69)	0.66% (n=2)	0% (n=0)
6.	It will be unfair to me to expect that the regular teachers will accept the SEN children in the general class.	13% (n=39)	49% (n=147)	21% (n=63)	16% (n=48)	0% (n=0)
7.	Sufficient financial allocations are not available to make inclusion a reality.	18.33% (n=55)	60% (n=180)	20% (n=60)	1.66% (n=5)	0% (n=0)
8.	I do not know regarding any such Law / Act which can make me bound to introduce inclusive education in my school.	5% (n=15)	48% (n=144)	27% (n=81)	18.66% (n=56)	1.33% (n=4)
9.	The government policy “Education for all” will be successful through inclusion in education only.	20% (n=60)	38.66% (n=116)	31% (n=93)	10.33% (n=31)	0% (n=0)
10.	As the SEN(disabled) children are heterogeneous group they will not be able to mix up in homogeneous group in so many ways.	10% (n=30)	38% (n=114)	26.33% (n=79)	25.66% (n=77)	0% (n=0)
11.	Inclusion is not an end in itself, it is a means to an end, that of establishing an inclusive society.	0% (n=0)	70% (n=210)	30% (n=90)	0% (n=0)	0% (n=0)
12.	Inclusive education is about learning to live with one another.	13.33% (n=40)	58.33% (n=175)	25% (n=75)	3.33% (n=10)	0% (n=0)
13.	School’s reputation may be hampered by the community if SEN (disabled) are included with mainstream children.	0.66% (n=2)	55.66% (n=137)	20% (n=60)	13% (n=39)	19.66% (n=59)
14.	Inclusive education is about the participation of all children and young people and the removal of all form of exclusionary practice.	24% (n=72)	53.33% (n=160)	19% (n=57)	3.66% (n=11)	0% (n=0)
15.	Principals are expected to design, lead, manage and implement programs for all students including SEN (disabled) children.	26.33% (n=79)	45.66% (n=137)	19.3% (n=58)	8.66% (n=26)	0% (n=0)

Item No.	Statement of the Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16.	Enrolment of SEN (disabled) children in the mainstream class will hamper the quality of the school.	0% (n=0)	46.33% (n=139)	25.33% (n=76)	8.66% (n=26)	19.66% (n=59)
17.	The aim of inclusive education is providing good quality education for learner who have excluded from school.	13.66% (n=41)	62.66% (n=186)	24.33% (n=73)	0% (n=0)	0% (n=0)
18.	Staff development procedures should modify to achieve the inclusion practice.	0% (n=0)	79.33% (n=238)	20.66% (n=62)	0% (n=0)	0% (n=0)
19.	Transportation is one of the factors which present learners (SEN) from having access to education.	6% (n=18)	59% (n=177)	33.66% (n=101)	1.33% (n=4)	0% (n=0)
20.	Awareness training programs should be continued with much more thrust and empathy.	6% (n=18)	48.33% (n=145)	18.33% (n=54)	11.33% (n=34)	0% (n=0)
21.	School's infrastructure for the SEN is not appropriate.	11.66% (n=35)	42.66% (n=128)	30.33% (n=91)	15.33% (n=46)	0% (n=0)
22.	There should be a curriculum flexibility to practice in inclusive education.	16.66% (n=35)	59% (n=177)	23.33% (n=70)	6% (n=18)	0% (n=0)
23.	General classroom teachers are not prepared to cope with learner with special educational needs.	10.33% (n=31)	60.66% (n=182)	27.66% (n=83)	1.33% (n=4)	0% (n=0)
24.	MR children are getting problem to adjust in the mainstream school environment as normal children used to tease them.	4.33% (n=13)	73.33% (n=220)	17.33% (n=53)	4.66% (n=14)	0% (n=0)
25.	All the teachers and the staff should be well trained to manage the SEN children.	6% (n=18)	51% (n=53)	23.66% (n=71)	19.33% (n=58)	0% (n=0)
26.	The mainstream teachers will be overloaded to manage the SEN children with normal children in classroom.	15% (n=45)	41% (n=20)	28% (n=84)	17% (n=41)	0% (n=0)
27.	Teachers may influence and guide the mainstream children for peer teaching to SEN children for quality development of inclusion.	3.33% (n=10)	47.66% (n=143)	41.33% (n=124)	7.66% (n=23)	0% (n=0)

**Table-4.2.1**

**H<sub>0</sub>18: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.**

**Result of (ANOVA) Attitude score of school heads on the basis of their age.**

Source of Variation	SS	Df	MS	F	Significance
Between Groups	415.89	2	207.95	3.63	Significant at only 0.05 level
Within Groups	17027.03	297	57.33		
Total	17442.92	299			

Age Groups: 20-30years,31-40 years,41-50years,51-60 years.

**Table-4.2.2**

From the above table it is found that mean difference of attitude on the basis of age of school heads exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>19: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their gender.**

**Result of (t-test) attitude score of school heads on the basis of gender.**

Gender	N	Total	Mean	SD	df	t	Significance
Male	180	15725	87.361	7.637	298	0.956	Insignificant at both 0.05 & 0.01 levels
Female	120	10380	86.5	7.641			

**Table-4.2.3**

From the above table it is found that mean difference between attitude of male and female school heads do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>20: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their religion.**

**Result of (t-test) attitude score of school heads on the basis of their religion.**

Religion	N	Total	Mean	SD	df	t	Significance
Hindu	234	20327	86.87	7.622	296	-0.84	Insignificant at both 0.05 & 0.01 levels
Muslim	64	5618	87.78	7.730			

**Table-4.2.4**

From the above table it is found that mean difference between attitude of Hindu and Muslim school heads do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>21: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.**

**Result of (t-test) attitude score of school heads on the basis of their level of teaching.**

Level of Teaching	N	Total Score	Mean	Standard Deviations	df	t	Significance
Primary	190	16160	85.05	6.517	298	-5.84	Significant at both 0.05 & 0.01 levels
Secondary	110	9945	90.41	8.248			

**Table-4.2.5**

From the above table it is found that mean difference between attitude of primary and secondary school heads exist and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>22: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.**

**Result of (ANOVA) attitude score of school heads on the basis type of schools they are working in.**

Source of Variance	SS	df	MS	F	Significance
Between Groups	3919.66	2	1959.83	43.04	Significant at both 0.05 & 0.01 levels
Within Groups	13523.26	297	45.53		
Total	17442.92	299			

Groups: Government, Private & Sponsored.

**Table-4.2.6**

From the above table it is found that mean difference among attitude of Government, Private & Sponsored School heads exist and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>23: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs school on the basis of the board the school is affiliated to.**

**Result of (ANOVA) attitude score of school heads on the basis of the board the school is affiliated to.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	5342.53	3	1780.84	43.56	Significant at both 0.05 & 0.01 levels
Within Groups	12100.39	296	40.88		
Total	17442.92	299			

Groups: WBBPE, WBBSE, CBSC, ICSC

**Table-4.2.7**

From the above table it is found that mean difference among attitude of WBBPE, WBBSE, CBSC, ICSC School heads exist and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>24: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.**

**Result of (ANOVA) attitude score of school heads on the basis of number of students enrolled on the school.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	2158.81	4	539.7	10.41	Significant at both 0.05 & 0.01 levels
Within Groups	12082.08	233	51.85		
Total	14240.9	237			

No.of students enrolled. Groups: 1-250, 251-500, 501-750, 751-1000, 1000& above.

**Table-4.2.8**

From the above table it is found that mean difference among attitude of school heads on the basis of number of students enrolled in the school exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>25: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.**

**Result of (ANOVA) attitude score of school heads on the basis of average number of students in each class.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	821.3	4	205.33	3.65	Significant only at 0.05 level
Within Groups	15902.17	283	56.19		
Total	16723.47	287			

Average no. of students in class.

**Table-4.2.9**

From the above table it is found that mean difference among attitude of School heads on the basis of average number of students in each class exist and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>26: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.**

**Result of (t-test) attitude score of school heads on the basis of number of special need students enrolled in the school.**

No.of SEN students in the school	N	Total	Mean	SD	df	t	Significance
1-10	255	22168	86.93	7.73	298	-0.48	Insignificant at both 0.05 & 0.01 levels
11-20	45	3937	87.49	7.13			

**Table-4.2.10**

From the above table it is found that mean difference among attitude of School heads on the basis of number of special need students enrolled in the school do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>27: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.**

**Result of (ANOVA) attitude score of school heads on the basis of their year of teaching experience.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	514.55	3	171.52	2.99	Insignificant at both 0.05 & 0.01 levels
Within Groups	16698.65	290	57.58		
Total	17213.2	293			

Teaching experience

Groups: 1-6, 7-12, 13-18, 19 or more.

**Table-4.2.11**

From the above table it is found that mean difference among attitude of school heads on the basis of their year of teaching experience do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>28: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of year of special education teaching experience.**

**Result of (t-test) attitude score of school heads on the basis of their year of special education teaching experience.**

Years of Special education teaching experience	N	Total	Mean	SD	df	t	Significance
1-6 years	2	169	84.5	14.85	18	-0.73	Insignificant at both 0.05 & 0.01 levels
7-12 years	18	1662	92.33	10.04			

**Table-4.2.12**

From the above table it is found that mean difference among attitude of school heads on the basis of their year of special education teaching experience do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>29: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.**

**Result of (ANOVA) attitude score of school heads on the basis of their experience as school head.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	35.27	2	17.63	0.297	Insignificant at both levels
Within Groups	17282.44	292	59.19		
Total	17317.71	294			

Experience as Head.

Groups: 0-5, 6-10,11-15,16-21,21 or more.

**Table-4.2.13**

From the above table it is found that mean difference among attitude of school heads on the basis of their experience as school head do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>30: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.**

**Result of (t-test) attitude score of school heads on the basis of their formal training in special education.**

Formal training in Special Education	N	Total	Mean	SD	df	t	Significance
Yes	88	7673	87.19	6.754	298	0.28	Insignificant at both 0.05 & 0.01 levels
No	212	18432	86.94	7.989			

**Table-4.2.14**

From the above table it is found that mean difference among attitude of school heads on the basis of their formal training in special education do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>31: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.**

**Result of (ANOVA) attitude score of school heads on the basis of the type of training received in special education.**

Source of Variation	SS	df	MS	F	Significance
Between Groups	45.62	2	22.81	0.480	Insignificant at both levels
Within Groups	5601.56	118	47.47		
Total	5647.17	120			

Type of Special. Education Training

Groups: Short Training, FC SEDE, B.ED. SPL. EDU

**Table-4.2.15**

From the above table it is found that mean difference among attitude of school heads on the basis of the type of training received in special education do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>32: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.**

**Result of (t-test) attitude score of school heads on the basis of special plan the school has to deal with students with special needs.**

<b>School having specific plans to deal with SEN students</b>	<b>N</b>	<b>Total</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>Significance</b>
<b>Yes</b>	128	11359	88.742	8.065	296	3.492	Significant at both 0.05 & 0.01 levels
<b>No</b>	170	14557	85.629	6.972			

**Table-4.2.16**

From the above table it is found that mean difference among attitude of school heads on the basis of special plan the school has to deal with students with special needs exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>33: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.**

**Result of (t-test) attitude score of school heads on the basis of their personal experience with students with special needs.**

<b>Does have personal experience with an individual having special needs</b>	<b>N</b>	<b>Total</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>Significance</b>
<b>Yes</b>	6	502	83.667	7.284	274	1.134	Insignificant at both 0.05 & 0.01 levels
<b>No</b>	270	23512	87.081	7.587			

**Table-4.2.17**

From the above table it is found that mean difference among attitude of School heads on the basis of their personal experience with students with special needs do not exist and this result is insignificant. Therefore, null hypothesis is accepted.

**H<sub>0</sub>34: There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.**

**Result of (t-test) attitude score of school heads on the basis of the vision of district education officer towards education.**

<b>Does DEO include vision for inclusion</b>	<b>N</b>	<b>Total</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>Significance</b>
<b>Yes</b>	122	10736	88	7.5	298	1.86	Significant only at 0.05 level
<b>No</b>	178	15369	86.34	7.68			

**Table-4.2.18**

From the above table it is found that mean difference among attitude of School heads on the basis of their personal experience with students with special needs exists and this result is significant. Therefore, null hypothesis is rejected.

**H<sub>0</sub>35: There would be no significant relationship between knowledge and attitude of school heads towards inclusion of students with special needs.**

**Result showing (Pearson Product-Moment Correlation) correlation between the scores of knowledge and attitude of school heads towards inclusion of students with special needs**

<b>Sl. No.</b>	<b>Variable</b>	<b>Correlation between Attitude &amp; Knowledge Scores</b>	<b>Correlation (r)</b>
1	<b>Knowledge of School Heads towards inclusion</b>	0.219	Positive
2	<b>Attitude of School Heads towards inclusion</b>		

**Table-4.2.19**

From the above table it is observed, based on Pearson product moment correlation (r) that there is a positive correlation between the score of knowledge of school heads and attitude towards inclusion of students with special needs in main-stream school.

**Table showing the summary of the Inferences:**

<b>No of Hypotheses</b>	<b>Hypotheses</b>	<b>Inference</b>
<b>H<sub>01</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their age.	<b>Accepted</b>
<b>H<sub>02</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their gender.	<b>Accepted</b>
<b>H<sub>03</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their religion	<b>Accepted</b>
<b>H<sub>04</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.	<b>Accepted</b>
<b>H<sub>05</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.	<b>Rejected</b>
<b>H<sub>06</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.	<b>Rejected</b>
<b>H<sub>07</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.	<b>Rejected</b>
<b>H<sub>08</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.	<b>Accepted</b>

<b>No of Hypotheses</b>	<b>Hypotheses</b>	<b>Inference</b>
<b>H<sub>09</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of number of special needs students in the school.	<b>Accepted</b>
<b>H<sub>010</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.	<b>Rejected</b>
<b>H<sub>011</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their year of special education teaching experience.	<b>Rejected</b>
<b>H<sub>012</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.	<b>Rejected</b>
<b>H<sub>013</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.	<b>Rejected</b>
<b>H<sub>014</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.	<b>Rejected</b>
<b>H<sub>015</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special needs.	<b>Rejected</b>
<b>H<sub>016</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students with special needs.	<b>Accepted</b>
<b>H<sub>017</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special	<b>Rejected</b>

<b>No of Hypotheses</b>	<b>Hypotheses</b>	<b>Inference</b>
	needs in school on the basis of the vision of district education officer towards education.	
<b>H<sub>0</sub>18</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.	<b>Rejected</b>
<b>H<sub>0</sub>19</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their gender.	<b>Accepted</b>
<b>H<sub>0</sub>20</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their religion.	<b>Accepted</b>
<b>H<sub>0</sub>21</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.	<b>Rejected.</b>
<b>H<sub>0</sub>22</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.	<b>Rejected.</b>
<b>H<sub>0</sub>23</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs school on the basis of the board the school is affiliated to.	<b>Rejected</b>
<b>H<sub>0</sub>24</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.	<b>Rejected</b>
<b>H<sub>0</sub>25</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.	<b>Rejected</b>
<b>H<sub>0</sub>26</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.	<b>Accepted</b>

<b>No of Hypotheses</b>	<b>Hypotheses</b>	<b>Inference</b>
<b>H<sub>027</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their year of teaching experience.	<b>Accepted</b>
<b>H<sub>028</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their year of special education teaching experience.	<b>Accepted</b>
<b>H<sub>029</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.	<b>Accepted</b>
<b>H<sub>030</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.	<b>Accepted</b>
<b>H<sub>031</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.	<b>Accepted</b>
<b>H<sub>032</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.	<b>Rejected</b>
<b>H<sub>033</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.	<b>Accepted</b>
<b>H<sub>034</sub></b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.	<b>Rejected</b>
<b>H<sub>035</sub></b>	There would be no significant relationship between knowledge and attitude of school heads towards inclusion of students with special needs.	<b>Rejected</b>

**Table – 4.3**

### 4.3 Analysis of Qualitative Data:

#### Case Studies

##### Case study 1

Age	45 years
Gender	Male
Religion	Hindu

School head of a secondary school of Mednapore district affiliated to West Bengal Board of Secondary Education. The school he is working has about 700 students with an average of 40 students in each class. 15 special need students are enrolled in the school. He is acting as a head for 5 years in his 11 years of teaching experience. He had pursued FC-SEDE course. It was observed that he possessed a favorable attitude towards special need students though he expressed that there is very little co-operation from the management but the DEO is supportive towards inclusion. He expressed a view that every classroom has learners with diverse need with both strength and challenges. Through inclusion every child with their diverse need may participate as per their ability. He also expressed that interaction with other students helps to develop socialization skills.

*“Inclusive classrooms are filled with diverse learners, each of whom has strength and challenges. Inclusion gives kids a way to talk about how everyone learns in their own way. They may find that they thought. This can go a long way in helping kids know that difference is just a normal part of life. It can also help kids build and maintain friendships.”*

##### Case Study 2

Age-	45 years
Gender-	Male
Religion-	Hindu

A school head of a government secondary school of Kolkata affiliated to West Bengal Board of Secondary Education with an enrollment of about more than 1000 students with 10 students with special needs. In his teaching experience of 14 years, he is in the post of a head teacher for 4 years he did not receive any formal training in special education. He had a basic knowledge on disability and showed a favorable attitude towards inclusion. According to him, the teachers need training in special education to cater to the needs of students with special need. Tools, resources and special instructional strategies are also required to deal with every individual in an inclusive class.

*“It can be difficult to find enough tools or instructional strategies to use, but it becomes easier to find something for each student.”*

### Case Study 3

Age-	49 years
Gender	Female
Religion	Hindu

School head of private school of Kolkata affiliated to the CISCE, New Delhi. The school has an enrollment of 1200 students with more than 40 students in each class. There are about 3 students with special needs. In her teaching experience of 20 years, she holds the post of a principal for 6 years. She did not have any formal special education training. She has the basic knowledge of behavioral management program for students with special needs and special education laws. She is interested in training teachers so that they can handle inclusion in better way. She showed a favorable attitude to implement inclusive program in the school and make the school disable friendly. She also said that the school heads need to be empathetic. Students with special needs should be included in the main-stream schools.

*“Treated with some empathy, unconditional acceptance and some investment in equipment to make the friend disable friendly. Such children can emerge as integrated citizen of our country.”*

### Case Study 4

Age	39 years
Gender	Male
Religion	Hindu

A school head in a secondary government aided school of South 24 Parganas district of West Bengal. The school is affiliated to WBBSE. The school has a total student of 750 in which 6 students with special needs are enrolled. He had no formal special education training and the basic knowledge on disability is not very sound. He is young as a head of the school. According to him, to make inclusion successful, it is very important for the teacher to have special education training. He also emphasizes the role of parents in training and educating students with special needs. Though he showed a favorable attitude towards inclusive education program but because of the challenges faced by the teachers, lack of training and number of students in the class do not make it possible to give individual attention to the students with special needs.

*“Special need children also need a special guidance at home. This is not always possible for a regular teacher to guide them at class with all other students. But they are always welcome in general school.”*

## Case Study 5

Age-	40 years
Gender-	Female
Religion-	Hindu

School head of a private secondary level school of North 24 parganas is affiliated to CISCE, New Delhi. More than 1000 students are enrolled in the school with an average of 40 students in each class. 8 students special needs are enrolled in the school. She has a teaching more than 19 years. She has undergone fulltime special education course. She has the knowledge about the characteristics, behavioral management and teaching strategies in special education. She is aware of the laws of special education. She is in personal contact with a child with special need and is very empathetic towards him.

She has a very strong favorable attitude towards inclusion and has a vision to implement it in the main-stream school. She believes in full inclusion and the schools can be the starting points that may lead them in the main-stream of the society.

*“Separate special education provides no guarantee of success for SEN children. Rather inclusive schools provide supportive, context appropriate condition which demonstrate for better outcome. Education that excludes and segregates welcomes discrimination against traditionally marginalized groups. When education becomes more inclusive the concepts of civic participation, employment and community life also gates enriched.”*

## Case Study 6

Age	43 years
Gender	Female
Religion	Hindu

A school head of a government primary school of PaschimMednapore. The school has an enrollment of 700 students with an average of 40 students in a class. 20 special needs students are enrolled in the school. In her 12 years of teaching experience. she is appointed as head for 5 years. Though she did not have any fulltime special education training, but she pursued FC-SEDE, a short-term course in special education. She expressed a favorable attitude towards inclusive education programme. According to her, if support and infrastructure is provided all special need students will benefit in main-stream classroom.

*“In an inclusive classroom both students get support that they need in a general education classroom. All students can benefit from inclusive classroom.”*

## Case Study 7

Age	42 years.
Gender	Female
Religion	Hindu

A school head of a secondary level school affiliated to WBBSE in the district of Howrah. Approximately 1100 students are enrolled in the school of which 12 students are with special needs. She is a head in the school for 4 years in her 10 years of teaching experience. She has undergone a short training course in special education (FC-SEDE). According to her, the need to have specialized infrastructure to address the needs of special needs students. To her, training of teacher is very important for them to know the special strategies. With training the teacher will not only helps special needs students but also other students will benefit if and when required.

*“The special education teachers can help all kids in an inclusive classroom, not just students who need special education support.”*

### Summary of the above case studies:

From the above case studies the outlook of School Heads are summarized:

- School Heads possess a positive attitude towards inclusion but faces certain challenges in implementing inclusion.
- Each individual has strength and challenges in terms of their own way
- Inclusion helps to develop friendship with other students.
- Teachers need to be equipped with tools and instructional strategies.
- Due to time constrain and more number of students in a class, they are unable to attend the challenges of the SEN students in the class.
- Inclusion in school will lead to civic participation, employment and better community life.
- Special Education Teachers in a class is required not only to support SEN students but also to support other students who deserve it.

## **CHAPTER 5**

### **FINDINGS AND DISCUSSION**

#### **5.1 The Findings :**

To evaluate the hypotheses, descriptive statistics, inferential statistics and Pearson's correlation were used. The major findings are as follows:

1. From the statistical analysis, there was no considerable mean difference among knowledge of school heads on the basis of their age. School heads of 31-40 years, 41-50 year and 51-60 year had an average score.
2. On the basis of gender, there were no significant mean differences of knowledge among school heads.
3. When religion of School Heads was considered, it was found that there was no considerable mean difference of knowledge.
4. No Significant mean difference exists among the respondent's knowledge towards inclusion on the basis of their level of teaching.
5. When Knowledge of school heads towards inclusion of special need student were considered, it is found that school heads of private schools, has a better Knowledge than school heads of government and sponsored school.
6. A significant mean difference is noticed in respect to knowledge towards inclusion of special need students of school heads according to the board. The School heads of CBSC affiliated school possess more knowledge than the schools heads when the school heads affiliated to other boards.
7. When the number of students enrolled in the School is considered a significant difference in Knowledge of School heads towards inclusion is found. School heads of the schools having 751 to 1000 student has a better Knowledge than schools having less number (0-250, 259-750) and school having more than 1001 students.
8. In terms of numbers of students enrolled in each class, the knowledge of school heads towards inclusion. There is no statistically mean difference observed.
9. In respect to the number of special need students enrolled in the school, there is no significant difference in knowledge of school heads towards inclusion of special need students.

10. A significant mean difference of knowledge of school heads towards inclusion of special need students exists among school heads on the basis of their teaching experience. School heads having teaching experience more than 13 years had an average knowledge than school heads having 1 to 6 years of teaching experience and 7-12 years of teaching experience.
11. On the basis of school heads years of teaching experience in special education a significant difference in knowledge score is noticed. Only 6% of the respondents had teaching experience in special education.
12. There is a substantial mean difference in the knowledge towards inclusion of school head is noticed based on their experience as school head. School heads with 6-10 years of experience has better knowledge than those having 0-5 years of experience and 11-15 years of experience as school heads.
13. There is a considerable mean difference in knowledge of school heads towards inclusion of students with special needs on the basis of their formal training in special education. School heads who received formal training scored above average than those who did not receive any formal training.
14. When type of special education training is considered, it is found that school with B.Ed in special education had scored higher than those that had training in foundation course and undergone short training school heads scored comparatively below average that had no training in special education.
15. Based on the special plan the school has to deal with students with special need, there is a significant difference noticed in the knowledge of school heads towards inclusion of special need students. School heads of the schools that has plan has better knowledge than those having no plan.
16. On the basis of personal experience with individual with special needs there is no difference in knowledge of school heads is significant.
17. The school heads has a better knowledge towards inclusion of special need students where the vision of district officer towards inclusive education is present than those in the district where vision towards inclusion is considerably less in district officers.
18. There is a substantial mean difference in attitude of is noticed among school heads when age is considered. School heads of 51 to 60 years age group possessed a favourable attitude towards inclusion of students with special need than those between 41-50 years followed by those between 31-40 years.

19. No significant mean difference exists among respondents' attitude towards inclusive education on the basis of their gender.
20. In terms of religion, there is no statistically significant mean difference between Hindu and Muslim is noticed.
21. When attitude towards inclusion of special need students was considered, it was noted school heads of secondary level school had more favourable attitude towards inclusion than school heads of primary schools.
22. In respect to type of schools significant mean difference in attitude heads towards inclusion of special need students was found among school heads. School heads of private school showed a more favourable attitude towards inclusion than government and sponsored schools.
23. A significant mean difference is noticed in attitude of school heads, when affiliation of the school is considered. Respondent of schools affiliated to CBSC showed a more favourable attitude than others.
24. There is a considerable mean difference in attitude among school heads on the basis of number of schools having student strength of 501 to 750 showed a much favourable attitude than schools with more than 751 students. Heads of schools have less than 500 students showed less favourable attitude towards inclusion.
25. Substantial mean difference is noted in the attitude of school heads on the basis of average number of students in the class.
26. No significant mean difference exists among the school heads in respect to the number of students with special need enrolled in the school.
27. On the basis of teaching experience of school heads there is no significant difference is noted in the study.
28. There is no significant mean difference is noted when the years of special education teaching experience is considered in attitude of school heads towards inclusion.
29. In respect to years of experience as school head there is no significant difference in attitude towards special need student is noted.
30. As per the statistical analysis between the attitudes of school heads towards inclusion on the basis of formal training in special education is insignificant.
31. No significant mean difference exists among the respondent irrespective of the type of training received in special education.

32. In respect to the special plan the school has to deal with special needs the researcher found that school heads of schools having plans to deal with special need possess a favourable attitude than others.
33. No significant mean difference exists in attitude towards inclusion of special need students among the school heads on the basis of their personal experience with students with special needs.
34. There is a substantial mean difference in attitude of school heads towards inclusion of special need students on the vision of DEO.
35. From Pearson correlation analysis the researcher found a positive correlation exists between knowledge and attitude of school heads towards inclusion of students with special needs.

## **5.2 Discussions :**

### **Role of Gender:**

It was in the study that the mean score for both male and female school heads were more or less same when attitude towards inclusive education is considered.

When gender of school heads were considered it was found that attitude between the male and female head teachers are insignificant.

The result was established in the study of Sebeta (2019). Ugwuchselo, Jayand Omu Kwufor Jonathan (2018), Ashfinq, Bashir and Uzair-ul-Hasson (2015) ,Mithettwas (2008) reported that there is no influence on school head teachers attitude towards inclusive education on the basis of gender.

Ngwokabuenui (2013) in the study indicated that gender did not have any statistically significant effect on principal's attitude towards inclusion.

When knowledge of School heads were considered towards disability it was found that difference of knowledge between male and female head teachers were insignificant. In the study of Wakemar Browder, Floweis and Ahlgrim Deljel (2006) the relationship between gender and knowledge produced a mixed result. No studies have confirmed the result of the present study.

**Role of Age:**

Regarding age and attitude of school heads towards inclusive education, the present study finds there is no significant difference among the different age group i.e., age group 20-30 years, 31-40 years, 41-50 years and 51-60years. Similar result was established in the study of Sebeta (2019). Ugwuchselojay and OmuKwufor Jonathan (2018), Ashfinq, Bashir and Uzair-ul-Hasson (2015) Mithettwas (2008) reported that there is no influence on school head teachers attitude towards inclusive education on the basis of their age.

Ngwokabuenui (2013)in the study indicated that age did not have any statistically significant effect on principal's attitude towards inclusion.

On the contrary in the study by Avissar, Reiter and Yonna Leyser (2003) age of elementary school principal were related to Principals views and practices regarding inclusion.

When knowledge of School heads were considered, it was found that knowledge of School heads did not vary with age or that the difference was not significant. In the study by Schulze (2014) it is found that younger, less educated and less experienced valued inclusive education and contributed to school development and followed instructional leadership.

**Role of Religion:**

In the present study the religion of school heads did not influence the attitude of school heads towards inclusion.

The present result is not supported by any of the studies in the review of related literature. It is also found in the present study that influence of religion on knowledge of school heads towards disability is not significant. These difference in religion do not influence knowledge towards disability.

**Type of school and the board they are affiliated:**

Regarding the influence of different types of school (government, private and sponsored) and the different boards they are affiliated to, on attitude of school heads

towards inclusive education, the present study reported that there is difference in attitude in regards to the above factors.

From the study of Khaleel, Alhosani and Duyar (2021) it is concluded that role of school principals in inclusive school is connected to their attitude towards inclusiveness.

There are studies that show contrary findings. The findings of the study of school principals and teachers perception of Inclusive Education in Sebeta Town Primary government schools revealed that there was no significant difference. They possessed a positive perception towards inclusive education but due to lack of inclusive teaching learning materials and unsuitable physical structures of the school, level of implementation were not satisfactory.

In another study by Ugwuchinelo, Jayand Jonathan (2018), on 'Principal's attitude towards inclusion in Public and Private Secondary schools', result indicated that type of school has no influence in the attitude of school heads in implementing inclusive education. Nguluma, Mustafa and Titrek (2017) in the study reported that school type did not influence the attitude of school administrators of public and private schools. Overall attitude was significantly positive irrespective of the type of schools, but other factors contributed in developing difference of attitude towards inclusive education.

### **Level of Teaching :**

In the present study when level of teaching is considered, it is found that knowledge of school heads of primary and secondary school were insignificant. It is also revealed that level of teaching has an influence on the attitude of school heads towards inclusive education.

The school heads of secondary school showed a more favourable attitude towards inclusion than school heads of primary schools. The influence is significant at both .05 and .01 levels.

Similar finding is reported in a study by Mthethwa (2008) that phase of the school have no influence on principal's attitude towards inclusive education.

In the Study by Sebeta (2019) it is found that there was no significant difference in reference to educational level in implementation of inclusive education but due to lack

of support from other stakeholders is a barrier in implementation of inclusive education.

#### **Number of students enrolled in school and in each class :**

With regards to number of enrolment of students in the school, it was found that knowledge of school heads with less number of students (1-250) and student with 1000 and above enrolled are significant. When total numbers of students in each class are considered (0-9) to 40 or more students in each class the knowledge of school heads towards inclusion is insignificant.

When total numbers of students enrolled in a school is considered it was found that attitude among school heads of less enrolment and more enrolment is significant while enrolment in each class is considered that the difference of attitude of school heads towards inclusion is insignificant.

#### **Number of special need students enrolled in the school**

In the present study when number of special need students enrolled in the school and class are considered on the influence of attitude of school heads it is found to be significant.

#### **Year of teaching experience :**

Based on the year of teaching experience of school heads it is found that Knowledge of school heads are influenced by the number of years teaching experience. When teaching experience is considered for attitude of school heads towards inclusive education it is found to be insignificant. Year of teaching experience do not influence the attitude towards inclusive education.

In the study by Nguluma, Mustafa and Titrek (2017) the attitude of School administrators was significantly positive but their attitude towards inclusion was influenced by the year of teaching experience.

Another study contradicted the findings. Le May (2017) in the study reported year of experience did play a significant role in attitudes towards inclusion. School heads up to 15 years of teaching experience held more favourable attitudes than those with 16 to 30 years of teaching experience.

Praisner (2003) conducted a study and the findings indicated that teaching experience, give a positive attitude towards inclusionary practice.

Similar findings are seen in the study by Sebeta (2019), there is no significant influence of teaching experience on attitude of school heads towards inclusion. Ugwuchnelo, Jay and OmuKwu for Jonathan (2018), in the study found years of service do not influence the attitude of school heads towards inclusion.

Ngwokabuenui (2013) also in his findings showed teaching experience did not influence principal's altitude towards inclusion.

### **Special Education Teaching Experience:**

With regards to special education teaching experience of the school heads is found that there is significant influence on special education training. Though it was found that very few school heads had special education teaching experience, among that it is observed that mean score of knowledge of school heads having 1-6 years is 22 and that having 7-12 years is 17.44. As the sample size is very less compared to the total sample size.

When attitude is considered the result is insignificant, when years of special education training of school heads are considered.

Similar finding is reported by Ngwokabuenui (2013), in the special education teaching experience and training did not show statistically significant effect on Principal's attitudes towards inclusive education.

Study by Chandler (2015), contradicted the present result. It was found Special education teaching experience were significant predictor of favourable attitude towards inclusion.

In other study by Cohen (2015) on Principal's leadership styles as attitude and its competencies regarding inclusion it observed that there is a significant relationship between special education and leadership style which expressed similar positive views in favour of inclusion.

### **Experience as School Heads:**

In the present study, Knowledge of school heads is influenced by their experience as school head. When the group (samples) were studied on the basis of year of experience from 5 years to more than 21 years, the result was statistically significant.

It is also observed that the result was insignificant when the influence of year of experience as school head was considered on attitude towards inclusion.

In the study by LeMay (2017), the report contradicted the result. When the influence was studied between different groups according to their years as head, it was found positive. School heads with less year of experience showed favourable attitude towards inclusion than with more experience.

No other studies supported the findings of present study, as they did not use this variable in their study.

### **Role of Formal Training in Special Education :**

In the present study the influence of special education training did not have any significant influence on the attitude of school heads towards inclusion. It is noticed that from the total for sample 30% reported to have received formal training in special education.

When Knowledge score is considered of school heads, the special education did influence. It is significant statistically. Those received the training scored higher than those who did not receive the special education training.

In the study by Nguluma, Mustafa end Titreck (2017) reported that training related to special education influenced the school administrators' attitude towards inclusion. This is also reported in the study by Taleshia and Chandler (2015). Ngwokabuenui (2013) had a similar view that special education law did affect principals' attitude towards inclusion. Praisner (2003) from his study concluded with the same view.

### **Types of Training Received In Special Education:**

In the present study the type of special education training the school heads received influenced the knowledge of special need students and inclusion on the other hand the

influence of different special education training did not influence attitude of school heads towards inclusion of students with special needs.

In the studies of Nguluma, Meestafa and Titrek (2017) contradicted the result that different types of training in special education did reflect to develop a favourable attitude of school heads towards inclusion. Avissar, Reiter and YonaLeysen (2003) also commented that in service training did influence the view of school heads regarding inclusion.

In the study most received in service short term training rather than formal training as B.Ed. in Special Education.

Michael, Di Paali, Chriss Walter (2003) expressed a view, school heads are not very well prepared to provide special education. All educational agencies both at state and local level need to work together so the school administrator develop the knowledge for effective advocacy towards inclusive education.

### **Special Plan the School has to deal with students with Special Needs:**

In the present study the findings indicate that only 42% of the sample responded who had special plan to promote inclusive education. 58% of the sample did not have any planning for such programme. This difference in attitude of school heads exists on the basis of special plan to deal with Special Need Student. Thus statistically it is significant.

Sider, Maich and Morvan (2017) commented that personal values of school heads are important in shaping inclusive school culture.

In their study indicated principal on effective inclusive school applied special planning for staff collaboration, progress monitoring and professional development to improve teachers' practice and students' outcome.

Yea, Neiharta, Tanob, Chonga, Vivien and Huana (2011) in their study indicated that provisions for inclusion of children with special needs can be supported if planning for early inclusion and intervention is planned.

McLeskey, Billingsley, Nan and Waldrom (2016) and Mulford (2003) in his study concluded school leaders are of crucial importance for improvement in education.

Livingston, Reed and Good (2001) indicated in their study that Principals, as instructional leaders are instrumental in leading initiatives in special education.

Michael, Di Paali, Chriss Walter (2003) in their study supported the findings of the present study that few school leaders are prepared to provide special education leadership.

#### **Role of Personal Experience with Students with Special Needs:**

In the present study the findings indicates knowledge of school heads is influenced by their personal experience with students with special needs.

When attitude is considered it is not influence by personal experience with students with special need. Thus it is insignificant. Only 20% had personal experience.

Taleshia (2015) reported Principal has a favourable attitude towards inclusion having relatives or friends with disabilities. Livingston, Reed and Good (2001) also reported a similar result.

#### **Vision of the District Education Officer (DEO):**

Considering the vision of DEO its influence on attitude of school heads towards inclusion and attitude of school heads towards inclusion is significant. From the review it was found that no such studies supported or contradicted the result as in the reviewed studies this variable was not taken.

#### **Correlation between knowledge of School Heads and attitude towards inclusion of special need students:**

Considering the correlation between knowledge of school heads towards inclusion and their attitude towards inclusion is positive as found in the present study .Similar finding is reported in a study by Mithethwa (2008), Ngwakabuenui (2013) . It is reported that knowledge of special education and inclusion has a significant effect on Principals attitude towards inclusion . Similar view is expressed by Praisner (2003) that Principals had a positive attitude towards inclusion those exposed to special education concept.

## Summary of the Findings and Discussion

Findings	Discussion
<b>Role of Gender</b>	
When gender of school heads were considered it was found that attitude between the male and female head teachers are insignificant.	The result was established in the study of Sebeta (2019). Ugwuchselo, JayandOmuKwufor Jonathan (2018), Ashfinq, Bashir and Uzair-ul-Hasson (2015) Mithettwas (2008)
When knowledge of School heads were considered towards disability it was found that difference of knowledge between male and female head teachers were insignificant.	In the study of Wakemar Browder, Floweis and AhlgrimDeljel(2006) the relationship between gender and knowledge produced a mixed result. No studies have confirmed the result of the present study.

<b>Role of Age</b>	
Regarding age and attitude of school heads towards inclusive education, the present study finds there is no significant difference among the different age group i.e., age group 20-30 years, 31-40 years, 41-50 years and 51-60years.	Result was established in the study of Sebeta (2019). Ngwokabuenui (2013) Ugwuchselojay and OmuKwufor Jonathan (2018), Ashfinq, Bashir and Uzair-ul-Hasson (2015) Mithettwas (2008).
When knowledge of School heads were considered it was found that knowledge of School heads did not vary with age or that the difference was not significant.	In the study by Schulze (2014) it is found younger, less educated and less experienced valued inclusive education and contributed to school development and followed instructional leadership.

<b>Role of Religion</b>	
In the present study the religion of school heads did not influence the attitude of school heads towards inclusion.	The present result is not supported by any of the Studies in the review of related literature.
These difference in religion and do not influence Knowledge towards disability.	

<b>Types of School</b>	
Regarding the influence of different types of school (government, private and sponsored) and the different boards they are affiliated to on attitude of school heads towards inclusive education, the present study reported that there is difference in attitude in regards to the above factors.	From the study of Khaleel, Alhosani and Duyar (2021) it is concluded that role of school principals in inclusive School is connected to their attitude towards inclusiveness. The study also showed contrary findings in the study of Sebeta (2019), Ugwuchinelo, Jayand Jonathan (2018), Nguluma, Mustafa and Titrek (2017).
When Knowledge of school heads towards inclusion of special need student were considered, it is found school heads of private schools, has a better Knowledge than school heads of government and sponsored school.	

<b>Findings</b>	<b>Discussion on</b>
<b>Level of Teaching</b>	
In the present study when level of teaching is considered, it is found that knowledge of school heads of primary and Secondary School were insignificant.	Similar finding is reported in a study by Mthethwa (2008) and Sebeta (2019) that phase of the school have no influence on principal's attitude towards inclusive education.
No Significant mean difference exists among the respondent's knowledge towards inclusion or the basis of their level of teaching.	
<b>Enrolment of Students in the School</b>	
With regards to number of enrolment of students in the school, it was found that knowledge of school heads with less number of students (1-250) and to student with 1000 and above enrolled are significant.	
<b>No. of special need students enrolled in the school</b>	
In the present study when number of special need students enrolled in the school and class are considered on the influence of attitude of school heads it is found to be significant.	
<b>Year of teaching experience</b>	
When teaching experience is considered for attitude of school heads towards inclusive education it is found to be insignificant. Year of teaching experience do not influence the attitude towards inclusive education.	In the study by Le May (2017) , Praisner (2003), Nguluma, Mustafa and Titrek (2017), the attitude of School administrators was significantly positive but their attitude towards inclusion was influenced by the year of teaching experience.
Based on the year of teaching experience of school heads it is found that Knowledge of school heads are influenced by the number of years teaching experience.	The study also showed contrary findings in the study of Sebeta (2019), . Ugwuchnelo, Jay and OmuKwufor Jonathan (2018), Ngwokabuenui (2013).
<b>Special Education Teaching Experience</b>	
When attitude is considered the result is insignificant, when years of special education training of school heads are considered.	Similar finding is reported by Ngwokabuenui (2013) and Cohen (2015).  The study also showed contrary findings in the study of Chandler (2015).
Though it was found that very few school heads had special education teaching experience, among that it is observed that mean score of knowledge of school heads having 1-6 years is 22 and that having 7-12 years is 17.44. As the sample size is very less compared to the total sample size. It is found that there is significant influence on special education training.	

<b>Findings</b>	<b>Discussion</b>
<b>Role of Formal Training In Special Education</b>	
In the present study the influence of special education training did not have any significant influence on the attitude of school heads towards inclusion.	In the study by Nguluma, Mustafa Taleshia, Chandler (2015). Ngwokabuenui (2013), Praisner (2005) and Titreck (2017) also reported the same that the training related to special education influenced the school administrators' attitude towards inclusion.
When Knowledge score is considered of school heads, the special education did influence. It is significant statistically.	

<b>Experience as School Heads</b>	
It is also observed that the result was insignificant when the influence of year of experience as school head was considered on attitude towards inclusion.	In the study by LeMay (2017), the report contradicted the result.
In the present study, Knowledge of school heads is influenced by their experience as school head.	No studies supported the findings of present study.

<b>Types of Training Received in Special Education</b>	
The influence of different special education training did not influence attitude of school heads towards inclusion of students with special needs.	In the studies of Nguluma, Meestafa and Titrek (2017) and Avissar, Reiter and YonaLeysen (2003) contradicted the result. Michael, Di Paali, Chriss Walter (2003) supported the findings.
In the present study the type of special education training the school heads received influenced the knowledge of special need students and inclusion.	

<b>Special Plan The School Has To Deal With Students With Special Need</b>	
In respect to the special plan the school has to deal with special needs the researcher found that school heads of schools having plans to deal with special need possess a favorable attitude than others.	In the study by Sidar, Maich and Morvan (2017), Yeoa, Neiharta, Tanob, Chonga, Vivien and Huana (2011) McLeskey, Billingsley, Nan and Waldrom (2016), Mulford (2003), Livingston, Reed and Good (2001), Michael, Di Paali, Chriss Walter (2003) also reported the same.
There is a significant difference noticed in the knowledge of school heads towards inclusion of special need students. School heads of the schools that has plan has better knowledge than those having no plan.	

Findings	Discussion
<b>Role of Personal Experience with Students with Special Needs</b>	
When attitude is considered it is not influence by personal experience with students with special need. Thus it is insignificant.	Taleshia (2015),Livingston, Reed and Good (2001) reported Principal had a favourable attitude towards inclusion having relatives or friends with disabilities.
In the present study the findings indicates knowledge of school heads is influenced by their personal experience with students with special needs.	
<b>Vision of The District Education Officer</b>	
Considering the vision of DEO its influence on attitude of school heads towards inclusion and attitude of school heads towards inclusion is significant.	From the review it was found that no such studies supported or contradicted the result.
From Pearson correlation analysis the researcher found a positive correlation exists between knowledge and attitude of school heads towards inclusion of students with special needs.	
Similar finding is reported in a study by Mithethwa (2008),Ngwakabuenui (2013) and Praisner (2003).	

**Table 5.1**

### **5.3 Conclusion :**

The ideas about inclusion of special (SEN) children have been given great deal of importance over the years in many international policies since Universal Declaration of Human Rights (1948). In developed countries, because of their ideology, education for children with special need is important. In India with enactment of RPWD (2016) the right and dignity of PWD has been protected at different aspects including education. The NEP (2020) has ensured inclusion and equal participation in school system will be of highest priority.

In West Bengal, to implement inclusion steps are taken by the government. Different types of short training program, sensitization training about inclusive education are conducted to build a favourable attitude towards inclusion among different stakeholders of education system and increase knowledge of IE.

In the present study, the result shows a positive co-relation between knowledge of school heads towards IE and favourable attitude towards inclusion.

## **5.4 Recommendations :**

The present investigator humbly recommended following points.

- i. Inclusive training on Inclusive Education must be continued among the school Heads regularly.
- ii. The school heads must be trained in guidance and counselling services needed for the students and more particularly for the students with special needs.
- iii. In-service training programme to be arranged to make inclusion successful in the school. In-service training can bring about another issue in regard to inclusion like funding money for programmes. These types of programmes can be expensive when properly maintained due to the cost of appropriate support. Therefore, it is important for principals to have knowledge of special education funding.
- iv. Finding of the study may be useful for schools to include students with special needs.
- iv. Attention must be paid to the area of special education law and services when it comes to providing training. School heads understanding of special education law improve their overall attitude toward the inclusion of students with disabilities into general education setting.
- v. All the school heads should be trained on NEP 2020 and its recommendations about inclusion in education.
- vi. School heads must also share this knowledge of special education law with their colleagues and staff in order to promote an overall improved attitude toward inclusion.

## **5.5 Significance of the study:**

### **5.5.1 Success of the study:**

- i. The research has studied the knowledge of disability of school heads towards inclusion of special need students in school in relation to various demographic variables that many contribute to inclusion.
- ii. The attitude of school heads are also studied in relation to various variables that may help in the process of inclusion.

- iii. Considering the variables mixed results has been found.
- iv. A positive relationships have been established between school heads Knowledge of inclusion and their attitude towards inclusion of special need students inclusion in school.
- v. In the study variables have been identified that contribute to develop a favourable attitude of school heads towards inclusion.

The results from this study indicated that School heads' attitudes play an important role in the process of inclusion at the campus level. School heads are known to serve as the programme facilitators in their schools and set the tone for the success or failure of not only inclusion programmes, but all programmes of their school. This knowledge can be implemented into practice as principals attempt to integrate general and special education students within their schools.

It is also important for School heads to be aware of special education issues in regard to Adequate Yearly Progress (AYP) for No Child Left Behind as indicated by UNICEF and UNESCO.

- vi. This study derived useful data on the implications of School heads' attitudes toward and perceptions of the inclusion of students with disabilities in the general education setting. School head's attitudes did play a role in placement settings of students with disabilities. It is crucial that School heads are aware of the different special education services and programmes that one can have on their campus. This is important for schools and for educational administration programmes in the training of principals in inclusion practices.
- vii. School heads with special education teaching experience tend to have more positive attitudes toward the inclusion of students with disabilities into the general education setting. This is important to consider in hiring principals that already are implementing inclusion programmes. The results from this study demonstrates that School heads' attitudes and perceptions can affect the successful implementation of inclusion programmes and play an important part in their success.
- viii. This study also brings to light the importance of special education law, special education teaching experience, and awareness of programmes.

These findings brought us one step closer to a better understanding of the role of principal attitude and perception toward the inclusion of students with disability into general education setting.

### **5.5.2 Limitations:**

- i.** There were numerous limitations to consider within this study. One limitation to be considered is the sample being limited to the North West Region. This sample may not represent the true characteristics of the population.
- ii.** The principals that responded may not represent the attitudes of the total population; fewer or more responses could change the outcome of the results. Associated with this limitation, the issue of the sample size and the difficulty in recruiting volunteers to participate in the study.
- iii.** Though there are many limitations, this study produced some significant findings that can contribute to the research knowledge base in the area of principals and their attitudes toward the inclusion of students with disabilities.
- iv.** A concern with this study is its focus on only one state so the sample size could be increased.
- v.** Random sampling procedures might be followed.
- vi.** More dependent variables like mental health of the school heads, job stress, may be measured in context of inclusive and special schools.
- vii.** The result of the sample may not reflect the true characteristics of the population as the samples were selected from few districts of the population.
- viii.** Finally, another limitation results from the assumption that all principals work under the same conditions. In practice, a principal's level of control and ability to experiment may be influenced by legal requirements, district policies, and other specific issues that vary by setting.

### **5.6 Scope of further Studies :**

- i.** Awareness of RPWD Act (2016) among different stakeholders in the education system to promote inclusive education in school.
- ii.** The effect of RTI Act and rate in increase of enrolment in schools of special need students.
- iii.** Training and Knowledge of school heads towards inclusion.

- iv.** An area to be considered for future research is to focus on the role of education and how education affects principals' attitudes toward inclusion. To increase the sample size to include a larger sample from a broader range area, possibly comparing regions, and to specifically look at the type and level of education that the principals are receiving and if this affects their attitudes toward inclusion. This information could help not only educational administration programmes but school in implementing inclusion programmes.
- v.** Future studies could also be conducted to examine if there are any differences that exist within the special education placements and handicapping conditions, and if they have an effect on principals' attitudes toward inclusion.
- vi.** Future studies could examine if educational administration programmes play a role in principals attitudes toward inclusion, and examining what type of role they play.
- vii.** Studies could be done to investigate how principals' attitudes affect the implementation of specific inclusion models within the schools.
- viii.** To examine the academic achievement of general education and special education students within an integrated classroom and to explore if the scores differ from one another.
- ix.** The last but not the least to investigate if the types of students with special needs conditions affect principals' attitudes toward inclusion.

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## **CHAPTER – 6**

### **RESEARCH SUMMARY AND CONCLUSION**

**6.1 Introduction**

**6.2 Statement of the Problem**

**6.3 Objectives of the Study**

**6.4 Hypotheses**

**6.5 Method and Procedure**

**6.6 Statistical Analysis**

**6.7 The Findings**

**6.8 Conclusion**

## **6.1 Introduction**

**The journey from 'special school concept' to that of 'inclusive education' is an evolutionary process**

The general educational system acknowledges that education for all types of children including that of children with special needs should come under the mainstream education. In the special school, the special education component is different from the general education, whereas in integrated education, it is a part of the general education. Inclusive education is one step forward.

The journey from 'special school concept' to that of 'inclusive education' is an evolutionary process in the service of students with special needs.

### **Special education**

Special education is also known as 'special-needs education' and is educating students in a way that provides accommodations to address their individual differences and special needs. This process involves the individual plan and systematic monitoring arrangement of teaching procedures, adapted teaching-learning materials and accessible infrastructure. The concept of special education is different from inclusive education, as it allows students with special needs to participate in the general education classroom. Special education involves a special classroom (resource room) that has a class of students only with students with special needs that receive special education services. Some students with an IEP go into a special classroom, and some students with an IEP can attend general education classes with necessary accommodations or modifications.

### **Integrated education**

Before the turn of 19th century there were a limited number of public schools having special classes for the disabled children. Most of the special schools were residential with only a few having day care facilities. Howe was an outspoken advocate of public day school education.

### **Inclusion**

“Inclusion means providing all students within the mainstream appropriate educational programmes that are challenging yet geared to their capabilities and needs as well as

any support and assistance they and their teachers may need to be successful in the mainstream. But an inclusive school also goes beyond this.” Stainback & Stainback, (1990)

Inclusion is a term which expresses commitment to educate each child to the maximum extent appropriate in the school and in the classroom he or she would otherwise attend. It should be with acceptance of all, and in a way which makes the student feel no different from others.

In order to become more inclusive, schools must accept that they are responsible for ensuring all children are in school and learning. In order to accomplish this

Administrators need to:

- (a) Ensure all local children are identified and admitted to school and helped to continue if difficulties occur;
- (b) Ensure teachers’ workloads are suitable and not too much;
- (c) Reward good teachers without causing unwanted side effects;
- (d) Encourage teachers to be flexible and creative;
- (e) Provide in-service training and provide some on-going support for teachers to work in new ways;
- (f) Ensure all assessment systems are equally flexible so that children's achievements are recognised;
- (g) Coordinate with other sectors and services.

### **Knowledge**

Knowledge according to Swami Vivekananda is to find unity in the midst of diversity- to establish unity among things which appear to be different from one another. Knowledge dispels ‘Maya’ (perception of separateness).

Prof. Dewey gives the meaning and function of knowledge in these words, “Only that which has been organised into our dispositions so as to enable us to adopt our aims and desires to the situation in which we exist is really knowledge.

According to Plato, knowledge is true opinion combined with reason, i.e., for which the claimant to Knowledge is acquired through Sense Experience or Observation: By means of sense experience the characteristics of the external world are known.

Knowledge is acquired through Reasoning and rationalisation , training , social awareness Knowledge is also acquired through action. According to Dewey, "Action must precede knowledge. Whatever knowledge we possess has resulted from our activities, our efforts to survive."

### **Educational Implications of Acquiring Knowledge for Imparting Effective Knowledge**

1. This implies type of disciplines/subjects to be included in the curriculum.
2. The second is preliminary knowledge and preparation on the part of the teacher.
3. Questioning is the third step towards acquisition of knowledge.
4. The fourth condition is discipline and self-control.
5. The fifth condition is the moral attitude of the learner and it includes truthfulness which is regarded as an essential criterion for fitness. Moral attitude of the teacher is equally important.
6. The teacher should be objective and rational in his approach.
7. The teacher should encourage 'inquiry approach' to knowledge.
8. The teacher should lay more emphasis to train students on how to acquire knowledge and not on giving students ready-made knowledge.
9. The teacher should stress the right use of knowledge.

Approaches and theories of knowledge serve as the basis for teaching and learning theories. It must, however, be remembered that one should not be wedded to any single approach or theory. We should be liberal to use all the approaches to make our teaching-learning effective and inspirational-dissemination of knowledge, truth and wisdom.

### **Attitude**

Attitudes are simply expressions of how much we like or dislike various things. They represent our evaluations-preferences-toward a wide variety of attitude "objects." Our attitudes are based on information.

Through research however, it becomes clear that the theories apply to some circumstances but not to others. As knowledge accumulates, we become better at identifying the restricted conditions under which particular attitude processes will occur and the many factors that might bear on any situation. While such progressive

refinements make the study of attitudes more difficult, they do bring us closer to the reality of how attitudes are formed and how they function to influence behaviour.

The defining characteristic of attitudes is that they express an evaluation of some object (Insko & Schopler, 1972; Petty & Cacioppo, 1981). Evaluations are expressed by terms such as liking-disliking, pro-anti, favouring-not favouring and positive-negative. They are the feeling tone aroused by any object. Attitudes can be formed about many things. The object of attitude can be entities (a lecture, a restaurant, a soap opera), people (my best friend, the President, myself), or abstract concepts (abortion, civil rights, foreign aid).

By restricting the term attitudes to evaluations, we are distinguishing attitudes from beliefs, or opinions. Beliefs are cognitions, or thoughts, about the characteristics of objects. They link objects to attributes (Fishbein & Ajzen, 1975). Some social psychologists have included attitude-relevant behaviour as part of the definition of attitude.

Research testing attitude change typically focuses on the immediate effects that occur after people are presented with new information. Such a format is well suited for laboratory research, where testing the effects of a few variables requires ignoring many more. However, the formation and change of attitudes in the daily world is part of the on-going process of living. Attitude formation and change occur in the context of existing interpersonal relationships, group memberships, and particular situations.

It has been noted that disabled students suffer from physical bullying, or emotional bullying. These negative attitudes result in social discrimination and thus, leads to isolation, which produces barriers to inclusion. Regarding disabled children some regions still maintain established beliefs that educating the disabled is pointless. It is sad to note here that these barriers are caused by our society, which is more serious to any particular medical impairment. The isolation which results from exclusion closes the doors of real learning.

The negative attitudes often develop due to lack of knowledge. Along with information about disability or condition, their requirements must be provided to peers, school staff and teachers as well. Increasing interactions between learners with special needs and community through organization of fairs, meetings, discussions etc. can play very

important' role to counsel the parents of these learners, especially in rural areas about the importance of providing education for developing self-reliant individuals. There is also a need to shift in perspectives and values so that diversity is appreciated and teachers are 'given skills to provide all children, including those with different learning needs with quality education. Also, at the policy level, it should be mandatory for all to educate about disability, so that a responsive individual who respects disability could be developed.

## **6.2 Statement of the Problem :**

**Statement of the Problem:** On the basis of the above research evidences, the problem stated as “**Knowledge and Attitude of School Heads towards Inclusion of Students with Special Needs in Schools.**”

## **6.3 Objectives of the study :**

### **Main Objectives of the study**

1. To measure the knowledge of school Heads towards inclusion of students with special needs in school.
2. To study the attitude of school Heads towards inclusion of students with special needs in school.

### **Sub-objectives of the study**

1. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their age.
2. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their gender.
3. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their religion.
4. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.
5. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.
6. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.

7. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.
8. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.
9. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.
- 10 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.
- 11 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of year off special education teaching experience.
- 12 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.
- 13 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.
- 14 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.
- 15 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.
- 16 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.
- 17 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.
- 18 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their age.
- 19 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their gender.
- 20 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their religion.
- 21 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.

- 22 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.
- 23 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.
- 24 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.
- 25 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.
- 26 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.
- 27 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.
- 28 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of year off special education teaching experience.
- 29 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.
- 30 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.
- 31 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.
- 32 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.
- 33 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.
- 34 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.
- 35 To determine if there is any correlation between the school Heads knowledge about disability and their attitude towards inclusion.

#### **6.4 Hypotheses :**

- H<sub>0</sub>1.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.
- H<sub>0</sub>2.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their gender.
- H<sub>0</sub>3.** There would be no significant mean difference of knowledge school Heads towards inclusion of students with special needs in mainstream school on the basis of their religion.
- H<sub>0</sub>4.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their level of teaching.
- H<sub>0</sub>5.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the types of the schools they are working in.
- H<sub>0</sub>6.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the board the school is affiliated to.
- H<sub>0</sub>7.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the number of students enrolled in the school.
- H<sub>0</sub>8.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of average number of students in each class.
- H<sub>0</sub>9.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of number of special needs students in the school.
- H<sub>0</sub>10.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of year of teaching experience.

- H<sub>0</sub>11.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of year off special education teaching experience.
- H<sub>0</sub>12.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of experience as school head.
- H<sub>0</sub>13.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.
- H<sub>0</sub>14.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of type of training received in special education.
- H<sub>0</sub>15.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of special plan the school has to deal with students with special need.
- H<sub>0</sub>16.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their personal experience with students with special needs.
- H<sub>0</sub>17.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the vision of district education officer towards education.
- H<sub>0</sub>18.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.
- H<sub>0</sub>19.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their gender.
- H<sub>0</sub>20.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their religion.
- H<sub>0</sub>21.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their level of teaching.

- H<sub>0</sub>22.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the types of the schools they are working in.
- H<sub>0</sub>23.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the board the school is affiliated to.
- H<sub>0</sub>24.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the number of students enrolled in the school.
- H<sub>0</sub>25.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of average number of students in each class.
- H<sub>0</sub>26.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of number of special need students in the school.
- H<sub>0</sub>27.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of year of teaching experience.
- H<sub>0</sub>28.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of year off special education teaching experience.
- H<sub>0</sub>29.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of experience as school head.
- H<sub>0</sub>30.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.
- H<sub>0</sub>31.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of type of training received in special education.
- H<sub>0</sub>32.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of special plan the school has to deal with students with special need.

**H<sub>0</sub>33.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their personal experience with students having special needs.

**H<sub>0</sub>34.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the vision of district education officer towards education.

**H<sub>0</sub>35:** There would be no significant relationship between knowledge and attitude of school heads towards inclusion of students with special needs.

### **6.5 Method and Procedure :**

Population of the study consisted of school heads of government, private and sponsored both primary and secondary schools of West Bengal affiliated to West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Primary Education (WBBPE), Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CISCE). The accessible population consisted of some selected schools.

The sample consisted of 300 school heads purposively selected from the districts of West Bengal.

Samples are selected through purposive sampling technique. The sample size is determined by consulting with the supervisor.

The design adopted for this study is the mixed method. It is generally considered as one in which a group of individuals is studied by collecting and analysing data from a selected few who are considered to be a representative of the population.

#### **Tools**

**Knowledge Assessment tool:** The questionnaire was developed by Panigrahi and Nanda (2014). 25 Items were taken from the GEM Questionnaire developed by NIMH Secundrabad. 0 was given for every wrong responses and 1 for every correct responses. Higher the score more the knowledge.

**The Principal and Inclusion survey (PIS)** developed by C.L. Praisner (2003) This tool was used to measure the influence of the biographical factors, training programme, experience and other factors that are related to school heads' attitude towards inclusion.

The questionnaire consisted of questions in three main sections: Demographical information, Principals' training and experiences and attitudes towards inclusive education.

### **6.6 Statistical Analysis:**

The data was analysed by descriptive statistics to summarise and to find the relationship among the variables. Frequency distribution, mean, standard deviation and percentage are computed for each variable of the survey. T-test and f-test are calculated to compare the values at 0.05 levels or at 0.01 levels of significance in order to reject or retain the null hypotheses.

### **6.7 The Findings :**

To evaluate the hypotheses, descriptive statistics as inferential statistics and Pearson's correlation were used. The major findings are as follows:

1. From the statistical analysis, there was no considerable mean difference among knowledge of school heads on the basis of their age. School heads of 31-40 years, 41-50 year and 51-60 year had an average score.
2. On the basis of gender, there were no significant mean differences of knowledge among school heads.
3. When religion of School Heads was considered, it was found that there was no considerable mean difference of knowledge.
4. No Significant mean difference exists among the respondent's knowledge towards inclusion on the basis of their level of teaching.
5. When Knowledge of school heads towards inclusion of special need student were considered, it is found that school heads of private schools, has a better Knowledge than school heads of government and sponsored school.
6. A significant mean difference is noticed in respect to knowledge towards inclusion of special need students of school heads according to the board. The School heads of CBSC affiliated school possess more knowledge than the schools heads when the school heads affiliated to other boards.
7. When the number of students enrolled in the School is considered a significant difference in Knowledge of School heads towards inclusion is found. School heads of the schools having 751 to 1000 student has a better Knowledge than

schools having less number (0-250, 259-750) and school having more than 1001 students.

8. In terms of numbers of students enrolled in each class, the knowledge of school heads towards inclusion. There is no statistically mean difference observed. (No mean calculated)
9. In respect to the number of special need students enrolled in the school, there is no significant difference in knowledge of school heads towards inclusion of special need students.
10. A significant mean difference of knowledge of school heads towards inclusion of special need students exists among school heads on the basis of their teaching experience. School heads having teaching experience more than 13 years had an average knowledge than school heads having 1 to 6 years of teaching experience and 7-12 years of teaching experience.
11. On the basis of school heads years of teaching experience in special education a significant difference in knowledge score is noticed. Only 6% of the respondents had teaching experience in special education.
12. There is a substantial mean difference in the knowledge towards inclusion of school head is noticed based on their experience as school head. School heads with 6-10 years of experience has better knowledge than those having 0-5 years of experience and 11-15 years of experience as school heads.
13. There is a considerable mean difference in knowledge of school heads towards inclusion of students with special needs on the basis of their formal training in special education. School heads who received formal training scored above average than those who did not receive any formal training.
14. When type of special education training is considered, it is found that school with B.Ed in special education had scored higher than those that had training in foundation course and undergone short training school heads scored comparatively below average that had no training in special education.
15. Based on the special plan the school has to deal with students with special need, there is a significant difference noticed in the knowledge of school heads towards inclusion of special need students. School heads of the schools that has plan has better knowledge than those having no plan.
16. On the basis of personal experience with individual with special needs there is no difference in knowledge of school heads is significant.

17. The school heads has a better knowledge towards inclusion of special need students where the vision of district officer towards inclusive education is present than those in the district where vision towards inclusion is considerably less in district officers.
18. There is a substantial mean difference in attitude of is noticed among school heads when age is considered. School heads of 51 to 60 years age group possessed a favourable attitude towards inclusion of students with special need than those between 41-50 years followed by those between 31-40 years.
19. No significant mean difference exists among respondents' attitude towards inclusive education on the basis of their gender.
20. In terms of religion, there is no statistically significant mean difference between Hindu and Muslim is noticed.
21. When attitude towards inclusion of special need students was considered, it was noted school heads of secondary level school had more favourable attitude towards inclusion than school heads of primary schools.
22. In respect to type of schools significant mean difference in attitude heads towards inclusion of special need students was found among school heads. School heads of private school showed a more favourable attitude towards inclusion than government and sponsored schools.
23. A significant mean difference is noticed in attitude of school heads, when affiliation of the school is considered. Respondent of schools affiliated to CBSC showed a more favourable attitude than others.
24. There is a considerable mean difference in attitude among school heads on the basis of number of schools having student strength of 501 to 750 showed a much favourable attitude than schools with more than 751 students. Heads of schools have less than 500 students showed less favourable attitude towards inclusion.
25. Substantial mean difference is noted in the attitude of school heads on the basis of average number of students in the class.
26. No significant mean difference exists among the school heads in respect to the number of students with special need enrolled in the school.
27. On the basis of teaching experience of school heads there is no significant difference is noted in the study.

28. There is no significant mean difference is noted when the years of special education teaching experience is considered in attitude of school heads towards inclusion.
29. In respect to years of experience as school head there is no significant difference in attitude towards special need student is noted.
30. As per the statistical analysis between the attitudes of school heads towards inclusion on the basis of formal training in special education is insignificant.
31. No significant mean difference exists among the respondent irrespective of the type of training received in special education.
32. In respect to the special plan the school has to deal with special needs the researcher found that school heads of schools having plans to deal with special need possess a favourable attitude than others.
33. No significant mean difference exists in attitude towards inclusion of special need students among the school heads on the basis of their personal experience with students with special needs.
34. There is a substantial mean difference in attitude of school heads towards inclusion of special need students on the vision of DEO.
35. From Pearson correlation analysis the researcher found a positive correlation exists between knowledge and attitude of school heads towards inclusion of students with special needs.

**Summary of the Inferences:**

<b>No. of the Hypotheses</b>	<b>Hypotheses</b>	<b>Inferences</b>
<b>H<sub>01</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their age.	<b>Accepted</b>
<b>H<sub>02</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their gender.	<b>Accepted</b>
<b>H<sub>03</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their religion.	<b>Accepted</b>
<b>H<sub>04</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.	<b>Accepted</b>

<b>No. of the Hypotheses</b>	<b>Hypotheses</b>	<b>Inferences</b>
<b>H<sub>05</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.	<b>Rejected</b>
<b>H<sub>06</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.	<b>Rejected</b>
<b>H<sub>07</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.	<b>Rejected</b>
<b>H<sub>08</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.	<b>Accepted</b>
<b>H<sub>09</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of number of special needs students in the school.	<b>Accepted</b>
<b>H<sub>010</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.	<b>Rejected</b>
<b>H<sub>011</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of special education teaching experience.	<b>Rejected</b>
<b>H<sub>012</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.	<b>Rejected</b>
<b>H<sub>013</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.	<b>Rejected</b>
<b>H<sub>014</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.	<b>Rejected</b>
<b>H<sub>015</sub></b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special needs.	<b>Rejected</b>

<b>No. of the Hypotheses</b>	<b>Hypotheses</b>	<b>Inferences</b>
<b>H<sub>0</sub>16</b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students with special needs.	<b>Accepted</b>
<b>H<sub>0</sub>17</b>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.	<b>Rejected</b>
<b>H<sub>0</sub>18</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.	<b>Rejected</b>
<b>H<sub>0</sub>19</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their gender.	<b>Accepted</b>
<b>H<sub>0</sub>20</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their religion.	<b>Accepted</b>
<b>H<sub>0</sub>21</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.	<b>Rejected.</b>
<b>H<sub>0</sub>22</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.	<b>Rejected.</b>
<b>H<sub>0</sub>23</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs school on the basis of the board the school is affiliated to.	<b>Rejected</b>
<b>H<sub>0</sub>24</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.	<b>Rejected</b>
<b>H<sub>0</sub>25</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.	<b>Rejected</b>
<b>H<sub>0</sub>26</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.	<b>Accepted</b>
<b>H<sub>0</sub>27</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.	<b>Accepted</b>

<b>No. of the Hypotheses</b>	<b>Hypotheses</b>	<b>Inferences</b>
<b>H<sub>0</sub>28</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of year of special education teaching experience.	<b>Accepted</b>
<b>H<sub>0</sub>29</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.	<b>Accepted</b>
<b>H<sub>0</sub>30</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.	<b>Accepted</b>
<b>H<sub>0</sub>31</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.	<b>Accepted</b>
<b>H<sub>0</sub>32</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.	<b>Rejected</b>
<b>H<sub>0</sub>33</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.	<b>Accepted</b>
<b>H<sub>0</sub>34</b>	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.	<b>Rejected</b>
<b>H<sub>0</sub>35</b>	There would be no significant relationship between knowledge and attitude of school heads towards inclusion of students with special needs.	<b>Rejected</b>

### **6.8 Conclusion :**

The ideas about inclusion of special (SEN) children have been given great deal of importance over the years in many international policies since Universal Declaration of Human Rights (1948). In developed countries, because of their ideology, education for children with special need is important. In India with enactment of RPWD (2016) the right and dignity of PWD has been protected at different aspects including education . The NEP (2020) has ensured inclusion and equal participation in school system will be of highest priority.

In West Bengal, to implement inclusion steps are taken by the government. Different types of short training program, sensitization training about inclusive education are conducted to build a favourable attitude towards inclusion among different stakeholders of education system and increase knowledge of IE.

In the present study, the result shows a positive co-relation between knowledge of school heads towards IE and favourable attitude towards inclusion.

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# APPENDICES

## Appendix I

যাদবপুর বিশ্ববিদ্যালয়  
কলকাতা - ৭০০ ০৩২, ভারত



\*JADAVPUR UNIVERSITY  
KOLKATA-700 032, INDIA

DEPARTMENT OF EDUCATION

Date: 23.05.2018

### To Whom It May Concern

This is to certify that **Ms. Rinku Gain**e is a bone fide Ph.D. research scholar under the Faculty of Interdisciplinary Studies, Law & Management, Jadavpur University [Registration No.: D-17/ISLM/11/17]. She has been pursuing her thesis is **KNOWLEDGE AND ATTITUDE OF SCHOOL HEADS TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN SCHOOLS.**

In order to successfully complete her Ph.D. research work, Ms. Rinku Gain e needs to perform her research survey and gather relevant data from different primary and secondary government and government-aided schools across Kolkata and the surrounding districts in West Bengal. The undersigned would like to request the concerned to give his/her kind permission in this regard so that Ms. Gain e may conduct her survey work in the Institute which is under the jurisdiction of the concerned.

*Banda* 23.05.2018

[Prof. Bishnupada Nanda]

Head

Department of Education

Jadavpur University

(DR. BISHNUPADA NANDA)  
PROFESSOR & HEAD  
DEPARTMENT OF EDUCATION  
JADAVPUR UNIVERSITY

\* Established on and from 24th December, 1955 vide Notification No. 10986/IU-42/55 dated 6th December, 1955 under Jadavpur University Act, 1955 (West Bengal Act XXXIII of 1955) followed by Jadavpur University Act, 1981 (West Bengal Act XXIV of 1981)

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## Appendix II

### QUESTIONNAIRE TO MEASURE THE PRINCIPALS' KNOWLEDGE ABOUT CHILDREN'S DISABILITY

The questionnaire is developed to find out the knowledge about disability of the mainstream school principals for the possibilities of inclusive education of special need children in mainstream schools. Statements are given in simple sentences and you are requested to put a tick mark ( ✓ ) in the response box. The information collected by this questionnaire will be used for research purpose and confidentiality will be maintained.

SL. NO.	STATEMENT	RESPONSE	
		YES	NO
<b>I</b>	<b>General Information about disability.</b>		
1.	Disability is found at any age.		
2.	Disability is an infectious disease.		
3.	Disabilities can be cured.		
4.	Children with special need do not follow instruction.		
5.	Disability is due to black magic.		
6.	Medicines can cure disabilities.		
7.	Traditional healers can cure disabilities.		
8.	Children born during solar/lunar eclipse become disabled.		
9.	Children with special needs cannot be taught like normal children.		
10.	Children are born with disabilities due to their sinful activity in previous incarnation.		
11.	Giving a birth to a child with disabilities is responsible due to fate of mother.		
12.	Disabilities are always hereditary.		
<b>II</b>	<b>Causes of disabilities.</b>		
13.	Malnutrition of a pregnant mother leads to disabilities of child.		
14.	Consuming drugs/alcohol during pregnancy is harmful for the fetus & leads to birth of child with disabilities.		
15.	Emotional/ physical trauma of mother may lead to disabilities in child.		
16.	During pregnancy exposure of x-ray to mothers' fetus may lead to disabilities.		
17.	Pregnancy at an early age (below 18 years) leads to intellectual disabilities.		
18.	Height of the mother is responsible for the child with disabilities.		
19.	Delayed birth cry also leads to disabilities.		
20.	Low birth weight leads to disabilities.		
21.	Immunization/vaccination leads to disabilities.		
<b>III</b>	<b>Management of disabilities.</b>		
22.	Special teaching materials are required for teaching children with special needs.		
23.	Special teaching methodology is required for teaching children with special needs.		
24.	Special infrastructure is required for teaching children with special needs.		
25.	Medication is required to minimize the medical complications of children with special needs.		

## **PRINCIPALS AND INCLUSION SURVEY**

The purpose of this survey is to determine the options of elementary principals toward the inclusion movement and to gather information about the types of training and experiences that the principals have. There is no right and wrong answers so please address the questions to the best of your knowledge and provide us with what you believe.

The information you provide will remain confidential and the reporting of the results will be by group analysis only. The survey have serial numbers for scanning purposes only. Although you may not receive any direct benefit from participating in this study, your participation may help to increase knowledge that might benefit others in future.

### QUESTIONNAIRE TO MEASURE THE PRINCIPALS / HEADMASTERS' ATTITUDES TOWARDS INCLUSION OF SPECIAL EDUCATIONAL NEEDS (SEN) CHILDREN

#### SECTION I: DEMOGRAPHIC INFORMATION

1.  School:

Private  Sponsored  Government School  Government Aided

2.  Approximate number of all students in your school:

0-250  251-500  501-750  751-1000  1001 & Above

3.  Average number of students in each class:

0-9  10-19  20-29  30-39  40 or more

4.  Number of special need students enrolled in your school: \_\_\_\_\_

5.  Your age:

20-30  31-40  41-50  51-60  61 or more

6.  Gender:

Male:  Female:  Others:

7.  Religion:

Hindu  Islam  Buddhist  Christian

## SECTION II TRAINING AND EXPERIENCE

8.  Years of full time regular education teaching experience:

0  1-6  7-12  13-18  19 or more

9.  Years of full time special education teaching experience:

0  1-6  7-12  13-18  19 or more

10.  Years as an elementary school principal:

0-5  6-10  11-15  16-21  21 or more

11.  Any formal training in special education?

Yes  No

12.  If yes, what type of training?

FC-SEDE  DSE (MR)  B.Ed. Special Education  M.Ed Special Education

Special Education special paper in B.Ed/MA course  Any other

13.  Approximate number of service training hours on inclusive education through SSA/DPEP:

0  1-8  9-16  17-25  25 or more

14.  Mark the areas below that were included in your formal training such as course, workshops, and / or significant position of course (10 % content or more):

- Characteristics of students with special need.
- Behavioral management class for working with students with special needs.
- Academic programming for students with special needs.
- Special education law.
- Crisis intervention.
- Life skills training for students with special needs.
- Interagency Co-operation.
- Family intervention.
- Supporting and training teachers to handle inclusion.
- Change process.
- Eliciting parents.
- Fostering teacher collaboration.
- Field based experiences with actual inclusion activities.

15. Does your school have a specific plan to deal with crises involving students with special needs?

Yes  No

16. Do you have personal experience with an individual with a special need outside the school setting, i.e. family member, friend etc.

Yes  No

If yes, please indicate relationship to you:

Self  Immediate family member  Extended

Family member  Friend  Neighbors  Other

17. Does your district education officer include a vision for the inclusion of student with special needs?

Yes  No

**SECTION III:- ATTITUDES TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS**

Please mark your responses to each item using the following scales:

ITEM No.	Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	Only teachers with extensive special education experience can be expected to deal with students with special school setting.	<input type="checkbox"/>				
2.	Students with special needs are unable to receive benefits from the general school activities.	<input type="checkbox"/>				
3.	A good general education teacher can do a lot to help a student with special needs.	<input type="checkbox"/>				
4.	Students without special needs can profit from contact with students with special need.	<input type="checkbox"/>				
5.	Regular education should be modified to meet the needs of all students including the SEN children.	<input type="checkbox"/>				
6.	It will be unfair to me to expect that the regular teachers will accept the SEN children in the general class.	<input type="checkbox"/>				

7.	Sufficient financial allocations are not available to make inclusion a reality.	<input type="checkbox"/>				
8.	I do not know regarding any such Law / Act which can make me bound to introduce inclusive education in my school.	<input type="checkbox"/>				
9.	The government policy "Education for all" will be successful through inclusion in education only.	<input type="checkbox"/>				
10.	As the SEN(disabled) children are heterogeneous group they will not be able to mix up in homogeneous group in so many ways.	<input type="checkbox"/>				
11.	Inclusion is not an end in itself, it is a means to an end, that of establishing an inclusive society.	<input type="checkbox"/>				
12.	Inclusive education is about learning to live with one another.	<input type="checkbox"/>				
13.	School's reputation may be hampered by the community if SEN(disabled) are included with mainstream children.	<input type="checkbox"/>				
14.	Inclusive education is about the participation of all children and young people and the removal of all form of exclusionary practices.	<input type="checkbox"/>				
15.	Principals are expected to design, lead, manage and implement programs for all students including SEN(disabled) children.	<input type="checkbox"/>				
16.	Enrolment of SEN(disabled) children in the mainstream class will hamper the quality of the school.	<input type="checkbox"/>				
17.	The aim of inclusive education is providing good quality education for learner who have excluded from school.	<input type="checkbox"/>				

18.	Staff development procedures should modify to achieve the inclusion practice.	<input type="checkbox"/>				
19.	Transportation is one of the factors which present learners (SEN) from having access to education.	<input type="checkbox"/>				
20.	Awareness training programs should be continued with much more thrust and empathy.	<input type="checkbox"/>				
21.	School's infrastructure for the SEN is not appropriate.	<input type="checkbox"/>				
22.	There should be a curriculum flexibility to practice in inclusive education.	<input type="checkbox"/>				
23.	General classroom teachers are not prepared to cope with learner with special educational needs.	<input type="checkbox"/>				
24.	MR children are getting problem to adjust in the mainstream school environment as normal children used to tease them.	<input type="checkbox"/>				
25.	All the teachers and the staff should be well trained to manage the SEN children.	<input type="checkbox"/>				
26.	The mainstream teachers will be overloaded to manage the SEN children with normal children in classroom.	<input type="checkbox"/>				
27.	Teachers may influence and guide the mainstream children for peer teaching to SEN children for quality development of inclusion.	<input type="checkbox"/>				

YOUR SUGGESTION : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REMARKS : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your School is affiliated to : \_\_\_\_\_

Upto Primary  / Secondary

District : \_\_\_\_\_

Thanks for your co-operation and active participation.

## Appendix IV

# KNOWLEDGE AND ATTITUDE OF SCHOOL HEADS TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN SCHOOLS

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