



An Attitude of Elementary School Teachers towards inclusion: A Study in the different elementary schools in Nagaon district of Assam.

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Abstract:

Inclusive education is a new approach aiming at providing education for socially, economically and culturally disadvantaged students in mainstream educational system. Inclusive education does not confine to children with disabilities, but all children with diverse background and abilities (SCERT, 2010). Teachers have a critical and decisive role in making the processes of inclusive culture in teaching environment. Teachers' attitude and values have a major and everlasting effect on the self esteem and emotion of learners. The present study on inclusive education has objectives:

- To study the level of significance among different levels of attitude towards inclusion among elementary level teachers.
- To find out the gender difference in the attitude of elementary level teachers towards inclusion.

The study was conducted through "Descriptive Survey Method" among elementary (upper and lower primary) school teachers in Nagaon district of Assam. The data was collected by the attitude scale "Teacher Attitude Scale towards Inclusive Education" which was developed and prepared by Dr. Vishal Sood, and Dr. (Mrs.) Arti Anand Abhilashi. The result of the study revealed that Most of the secondary school teachers of Nagaon district of Assam have shown '*most favourable*' attitude towards inclusion. The secondary school teachers of Nagaon district are showing only positive and favourable attitude towards inclusion. While studying gender wise in inclusion of differently able students in normal school it is found no differences between male and female secondary school teachers towards their attitude.

Key words: Inclusive education, Teacher Attitude, Elementary School.

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Introduction:

Education is the key right of every youngster regardless of his/her caste, religion or unique need. Pursuing education and development of natural capacities among all normal children is not impossible but difficulties remain with disabled children. However, to offer equal opportunities to come out with their own capacities the government of India has taken various initiatives till now including inclusive education. The term inclusion refers to an approach wherein students with special need spend most or all of their time with non-disabled students¹. It can refer to learning strategies to respond in a personalized way to learners' diversities. The principle of inclusive education at international level was first adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca Statement, Spain, 1994) and was restated at the World Education Forum (Dakar Senegal 2000). UNICEF (2007) defined "Inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. That mean's attending the age appropriate class of the child's local school, with individually tailored support."

Why is inclusive education important now? It's important because education is utmost important for all us to develop our natural quality and subsequently contributing self and national development. So to bring out hidden quality of the children the Government of India has launched different schemes time to time and among them inclusive education is one. To check wastage and stagnation of enrolled students and increase enrolment in educational institutions have been taking various measures, as a result the gross enrolment ratio has increasing year by year in our country but at the same time drop out and differently able students are sustaining in our country. Balasubramanian (2012) also stated that "The awareness on inclusive education in schools throughout the country is still at an infancy stage, educational institutions are somewhat sceptical about having both normal and CWSN studying in the same classroom. And in circumstances, where a former included child is given admission into a mainstream classroom the outcome of the action is questionable."

As the Indian School system is one of the largest in the world and number of CWSN are very high, the prevailing situation of pre-service teacher training in special education needs to be strengthen or elaborate alternative mechanism for incorporating the elements of special education in general teacher training program needs to fount out. Different kinds of teacher training programmes are being implemented under Sarva Shiksha Abhyan (SSA) to orient elementary teachers towards inclusive education. The aim is at orienting every teacher's to the concept, meaning and importance of inclusion. Providing quality education to all children in inclusive setting has been identified as the most challenging, yet this the most important issue in education

across the world. Inclusive education is the practice of educating students with disabilities alongside the children without disabilities in general classrooms. So, teacher attitude is one of the most important variables in the education of children with disabilities. Successful and effective implementation of inclusive education depends upon teacher's knowledge and positive attitude towards it. Teachers play a key role in the quality and success of inclusion (Burke & Shutterland, 2004; Odom, 2000; Wolery & Wilbers, 1994). Their lack of information is accepted as a crucial barrier towards effective inclusive practices (Fuchs, 2009-2010; Pivic, McComas & Laflamme, 2002; Soodak, Erwin, Winton, Brotherson, Turnbull & Hanson, 2002). Teachers' attitudes towards inclusion are generally ambivalent and some teachers are more favourable about inclusive practices whereas the others seem to have negative attitudes towards teaching students with disabilities in regular classroom (Huang & Diamond, 2009; Martinez, 2003). So, restructuring and reorganization of Teacher Education (1987) created a resource for continuous upgrading of teachers' knowledge. In spite of the several acts enacted and implemented and various schemes and programme launched, still there are non-starters, drop out, stagnation at every level of education.

National Policy on Education (1986) of India and the Programme of Action (1992) gives the basic policy framework for education, emphasizing the correcting of existing inequalities. But at that time it was integrated children with loco motor disabilities and mild disabilities only, the other categories disabilities were excluded from the policies. However, the 93rd amendment of the constitution of India and passed by Lok Sabha Nov, 28th, 2001 makes it mandatory for the Government to provide free and compulsory education to "all children of the age group of 6-14 years" with its preamble clarifying that "all" means it also includes children with disabilities. However, state governments are responsible for drawing up their own inclusive education policy strategy, with educational provision for disabled children mostly focused on allowances, accessibility and teacher sensitisation.

Inclusion and equity in and through education is the cornerstone of a transformative education agenda now. So, no education target should be considered met unless met by all. So, we commit to addressing all forms of inclusion and marginalization disparities and inequalities in access, participation and learning outcomes. Therefore, it is necessary to make changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind. The major support for inclusive education came from the 1994 World Conference on special Needs Education in Salamanca, Spain which emphasized that: Schools should accommodate all children regardless of their different factors like physical, intellectual, social, emotional, linguistic or other conditions.

Teachers and teachers' positive attitude are argued as playing a considerable role in implementing the inclusive education successfully. Developing and maintaining positive or positive teacher attitude towards inclusive education has become an important policy agenda for many countries in the world. Many surveys have found that teachers' attitudes towards inclusion are not particularly always positive (Ellins & Porter, 2005) due to lack of professional competencies of teachers to work in an inclusive environment, the presence of psychological barriers and the stereotypes' factors are cause for it (Oralkanova, 2014). Burden (2000) from a study revealed that a positive teacher attitude towards inclusive education is crucial because of the central

role the teachers play in promoting participation and reducing underachievement, particularly with children who might be perceived as having special needs.

All the researchers agree that various awareness programmes are ideal avenues to promote the development of positive attitude in inclusive education (UNESCO: 2009, Donaldson:2005, Mutopfa et.al: 2007). Awareness rising should involve both better understanding of inclusive education and that societies become more **tolerant** and understanding (UNESCO: 2009). There is general agreement that teacher's attitudes, beliefs and skills are critical in successfully including marginalized and included children in education (Chireshe: 2011; Hastings and Oakford: 2003; Parasuram: 2006; Chataika et.al: 2007). Hence, it is today broadly acknowledged that inclusion maximizes the capability of by far most of students, guarantees their rights and is the favoured educational approach for the 21st century.

Review of Related Literature:

The review of related literature for any research undertaking is quite necessary. It works as a guidepost in regard to the quantum of work done in the field, also enables the researcher to perceive the gap and lacuna in the concerned area of work. Moreover, review of related literature helps to eliminate the unnecessary duplication of previous work and provides useful hypothesis and helpful suggestions for significant investigation.

In this study the investigators had reviewed few available research studies done in the field of inclusive education in India and abroad, and to the present research problem in particular has been reviewed as in the followings:

Sharma, Jessie & Desai (2003) studied on, "A comparison of Australian and Singaporean Pre-Service Teachers' Attitudes and concerns about inclusive education." The findings suggested that pre-service teachers' beliefs may be significantly influenced by prevailing policies in the country.

Forlin, Sharma, & Earle (2009), "Demographic differences in changing pre-service teachers' attitudes, sentiments and concerns about inclusive education," in this study they made comparison between pre and post training, in which they identify a range of variables that impact on changing pre-service teacher perceptions about inclusion. The discussion on inclusion focuses on the importance of differentiating teacher preparation courses to address these different needs of pre-service teachers.

Sharma, Moore, and Sonawane, (2009), "Attitudes and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India." The results showed that participants in study had somewhat negative attitudes and a moderate degree of concern regarding the inclusion of students with disabilities in their normal classes. Participants with higher levels of education (i.e. post graduate degree) were found to have significantly more positive attitudes compared to their low education level counterparts.

Chhabra, Srivastava and Srivastava (2010) made a study on "Inclusive Education in Botswana: The Perceptions of School Teachers" and the purpose of the study was to identify the attitudes and concerns of teachers towards the inclusion of without disabilities students with disabilities in the general classroom. The

result indicates that teachers in Botswana have somewhat negative attitudes with some concern about inclusive education. Moreover, result revealed that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes toward inclusive education because they believe that it could lead to lower academic standards of the institution.

Chabra, Chopra and Dutta (2012) in a study on “Attitude of prospective Teachers towards Inclusive Education,” of a sample of 150 prospective teachers from randomly taken 10 different teacher education college situated in Delhi and Faridabad, indicated that prospective teachers were ‘disagree somewhat’ with inclusion of students with special needs in the regular settings. Further the paper argued that inclusive education should be incorporated in teacher education programme for practical experience of trainee.

Parhoon, Hassanzadeh, & Moravej (2014), “Attitude of regular and itinerant teachers towards the inclusion of hearing impairment children.” The results indicated that the teachers’ positive attitudes towards inclusive educational system of students with hearing impairment. Significant difference in attitudes observed, based on the teaching experience, gender, level of teaching. The results also indicated-the most teachers are agreeable to the inclusion of students with hearing impairment in their normal school classrooms.

Sokal, Laura; Sharma (2014) from their study on “Canadian In-service Teachers’ Concern, Efficacy and Attitudes about Inclusive Teaching,” revealed that teacher confidence explained teacher efficacy, teacher confidence and teacher training explained attitude towards inclusion and teacher training explained concerns about inclusions.

Sharma, Shaukat and Furlonger (2014), “Attitudes and Self efficacy of pre-service teachers towards inclusion in Pakistan,” the findings of the study are discussed with possible implications for policy makers and teacher educators in Pakistan and in the countries of South Asian region.

Eunice, Nyangia and Orodho in (2015) studying “Challenges Facing Implementation of Inclusive Education in Public Secondary Schools in Rongo Sub-County, Migori County, Kenya,” and sample was taken a total 170 students (5 students with special needs from each school), all principals, three teachers per school and Sub-County Quality Assurance and Standard Officer. They found that, first, physical and critical teaching-learning resources were either inadequate or were quite dilapidated. Secondly, there were inadequate specialized teachers to handle the special needs of educational curriculum. Thirdly, there were several socio-economic and cultural variables that constraints effective teaching-learning in most sampled schools.

Patgiri (2017) while studying on “Right to Education and Children with Special Needs: Role of Sarva Shiksha Abhiyan in Barpeta Distric of Assam” to assess the role of Sarva Shiksha Abhiyan (SSA) in ensuring the right to education of the CWSN. The study found that SSA is not successful in bringing all the CWSN and implementing inclusive education in the district. Moreover, the infrastructure and environmental facilities necessary for the educational development of CWSN are also found insufficient.

Khan & Hashim (2017), “Inclusive Education in government primary schools: Teacher Perceptions.” The result of the study revealed teachers believed that all learners regardless of their disabilities should be in regular classrooms and they showed more favourable attitude towards children with mild disabilities but were not very optimistic about children with severe disabilities.

Orynbassarona (2017), “A comparative study of teacher attitudes towards inclusion in Kazakhstan and Turkey.” A literature review comprehensive desk research of recent empirical studies conducted in the contents of Kazakhstan and Turkey indicate that school teachers of both countries display positive or negative attitudes towards the inclusion of children with special needs into the regular classrooms. Several common variables are found in both countries which affect teachers’ attitudes, such as training, the level of teachers’ competence, experience with inclusive education, pupils’ type of disability and availability of school teaching resources provided to teachers to teach students with special needs.

From the above review of related literature it can be summarized that inclusive education is important for all to develop human resources; but researchers have found diverse result about the attitude of teacher’s in inclusion of Children With Special Needs with non special needs in school and implementation of inclusive education.

Significance of the study:

Access to education is a human right so India implemented Right to Education Act 2009 which is enacted from 10th April 2010. This Act guaranteed education as right of every Indian children irrespective of caste, creed, religion, sex for 6th to 14 years of age. UNESCO in 2009 defined, “Inclusive education is a process of strengthening the capacity of the education system to reach out to all learns....As an overall principle, it should guide all education policies and practices relating to inclusive education, starting from the fact that education is a basic human right and the foundation for a more just and equal society.” Inclusive education provides prospects to challenged (physical and mental) students as well as to normal students, it means inclusive education address the issues of access and participation by all.

The category wise CWSN (Children With Special NEED) during 2017-18 in Assam included- low vision; totally blind; hearing impaired; speech impaired; orthopedically impaired; cerebral palsy; mentally retarded; multiple disability; autism spectrum disorder, and learning disability. And according to SSA, Assam the total number of CWSN covered during 2017-18 was 81,782 and total number of CWSN enrolled in schools during 2017-18 was 74,100 and rest i.e. 7682 CWSN were covered through Home Based Education. Whereas, in Nagaon District No. of CWSN Identified: 4742 and out of that 4513 were enrolled in schools and 229 were covered through Home Based Education (HBE). The SSA site showed 0 (Zero) CWSN non-enrolled children in school during 2017-18. However, all India data shows drop out or without attending CWSN children in our country. The 2019 “State of the Education Report for India: Children with Disabilities” released by the UNESCO indicated that there are 78,64,636 children with disability in India constituting 1.7% of the total child population. From the total with disability 3/4 at the age of 5 years and 1/4 between 5-19 years do not go to any educational institution. Moreover, it was reported that the number of children enrolled in school drops

significantly with each successive level of schooling, and there are fewer girls with disabilities in schools than boys with disabilities in schools. Further, it was cited that a large number of children with disabilities don't go to regular schools but are enrolled at the National Institute of Open Schooling. The report also indicated that around 12% of CWD's dropped out of school and 27% of CWD's never attended any educational institutions. Considering all such circumstances of India and Assam scenario of Inclusive Education the present paper attempted to study the attitude of elementary school teachers in the inclusion of CWSN with non- CWSN in the Nagaon district, Assam.

Objective of the study:

The main objectives of the study are as follows:

- To study the level of significance among different levels of attitude towards inclusion among elementary level teachers.
- To find out the gender difference in the attitude of elementary level teachers towards inclusion.

Hypothesis of the study:

- H01: There is no significant difference in the levels of attitude towards inclusion among the elementary level teachers.
- H02: There is no significant difference in the attitude among the male and female elementary level teachers towards inclusion.

Methodological Design:

Methodology:

The present study is conducted in Nagaon district of Assam. The district is situated in the heart of the state and there are nine (9) Elementary Educational Block in the District. In this study two Elementary Educational Block, namely Kaliabor and Lowkhowa block was undertaken from the District. There are different communities' (caste, socio-economic, religion, etc) people are living in the district. Similarly diverse communities teachers also found in the district who are from different parts of the state. This diversity is found more after the implementation of RTE-2009.

Delimitation of the Study:

The study was delimited to elementary (upper and lower primary) school teachers of Nagaon district of Assam only. The study excluded private and yet to provincialised (means taking over the liabilities for payment of salaries including allowances and other facilities to the teachers, as admissible to the government servant, under the existing rules to the government servants serving under the government of Assam.) elementary schools, so it was undertaken only Government and provincialised schools.

Selection of methods:

The selection of research methods to be employed is utmost important in the research process. Considering the nature of the problem, the present study was conducted under "Descriptive Survey Method".

Sample design:

For time, money and labour factors, it is not possible and advisable for a researcher to take account of the whole population in a research work. Before taking any research programme it is necessary to plan a sampling design and on the basis of it generalization and conclusion is derived for the study.

Population:

Population can be defined as any identifiable and well specified group of individuals. In this study all the elementary level teachers of Assam are the population of the study.

Sample:

Sample for the present study has been identified on the basis of stratified random sampling. Out of all elementary level teachers total 150 teachers from different blocks of Nagaon district have selected as sample of the study. The total 150 teachers are again subdivided into male and female on proportionate basis from each block. According to Directorate of Elementary Education there are government and provincialised, all total 47813 lower and upper primary schools in Assam and in undivided Nagaon district 3203 lower and upper primary schools.

Tools of data collection:

For the present study the attitude scale “Teacher Attitude Scale towards Inclusive Education” which was developed and prepared by Dr. Vishal Sood, Principal, Abhilashi P.G. College of Education, NERCHOWK, Distt. Mandi (Himachal Pradesh, India) and Dr. (Mrs.) Arti Anand Abhilashi P.G. College of Education, NERCHOWK, Distt. Mandi (Himachal Pradesh, India) has been used as a tool of data collection. The main purpose of this scale is to measure the attitude of elementary school teachers (classes from I to VIII) towards inclusive education. There are total 47 items or statements in question form and these statements are divided into four broad areas to measure teachers’ attitude towards and related to inclusive education of differently abled children. The four broad aspects are: 1. Psychological/Behavioural aspects of inclusive education; 2. Social and parents related aspects of inclusive education; 3. Curricular and co-curricular aspects of inclusive education; and, 4. Administrative aspects of inclusive education. The natures of these areas are again divided into favourable and unfavourable part.

Norms for interpretation of Level of Teacher’s Attitude towards Inclusive Education:

Sl. No.	Range of Raw Scores	Range of Z-Scores	Level of Attitude
1	127 and above	+ 2.01 and above	Extremely Favourable
2	116-126	+ 1.26 to + 2.00	Most Favourable
3	105-115	+ 0.51 to + 1.25	Above Average Favourable
4	90-104	- 0.50 to + 0.50	Moderate Attitude
5	80-89	- 0.51 to – 1.25	Below Average Unfavourable
6	69-79	- 1.26 to – 2.00	Most Unfavourable
7	68 and below	- 2.01 and below	Extremely Unfavourable

Analysis and interpretation of data:

Analysis of data means for studying the tabulated materials in order to determine the inherent fact or meaning. It involves breaking down of the listing complex data in a simpler form for the purpose of interpretation. The purpose of analysis of data is to summarize the complete observations in such a systematic way that they yield answers to the posed research problem. However, in this study the four broad aspects of scale (Psychological/Behavioural aspects; social and parents-related aspects; curricular and co-curricular aspects; and, administrative aspects of inclusive education) are not studied separately, instead considered as one aspect.

Table No-1: Percentage of Level of teacher's attitude towards inclusion of differently able children in schools

Levels of Attitude	No. of teachers	Percentage
Extremely favourable	38	25.33%
Most favourable	83	55.33%
Above average attitude	21	14%
Moderate attitude	08	5.33%
Below average unfavourable	00	00
Most unfavourable	00	00
Extremely unfavourable	00	00
N=150		100%

The above table is showing the level of Percentage of teacher's attitude towards inclusion of differently abled children with normal children in schools. From the table it can be said that most of secondary school teachers have 'most favourable' attitude towards inclusion, i.e. 55.33%, whereas only 25.33% have extremely favourable and only a few i.e. 5.33% have moderate level of attitude towards inclusion. The surveyed teachers have exhibited negative attitude towards the level of "below average unfavourable, most unfavourable and extremely unfavourable," areas. The data is showing that maximum teachers i. e. 80.66% are belongs to 'extremely favourable and most favourable' levels of attitude and only 19.34% teachers are moderate and above average category towards inclusion of differently abled children with normal children in schools.

Following fig no-1 showing a clear picture of the above *Table No-1*

Pie diagram of the above table. Fig No-1

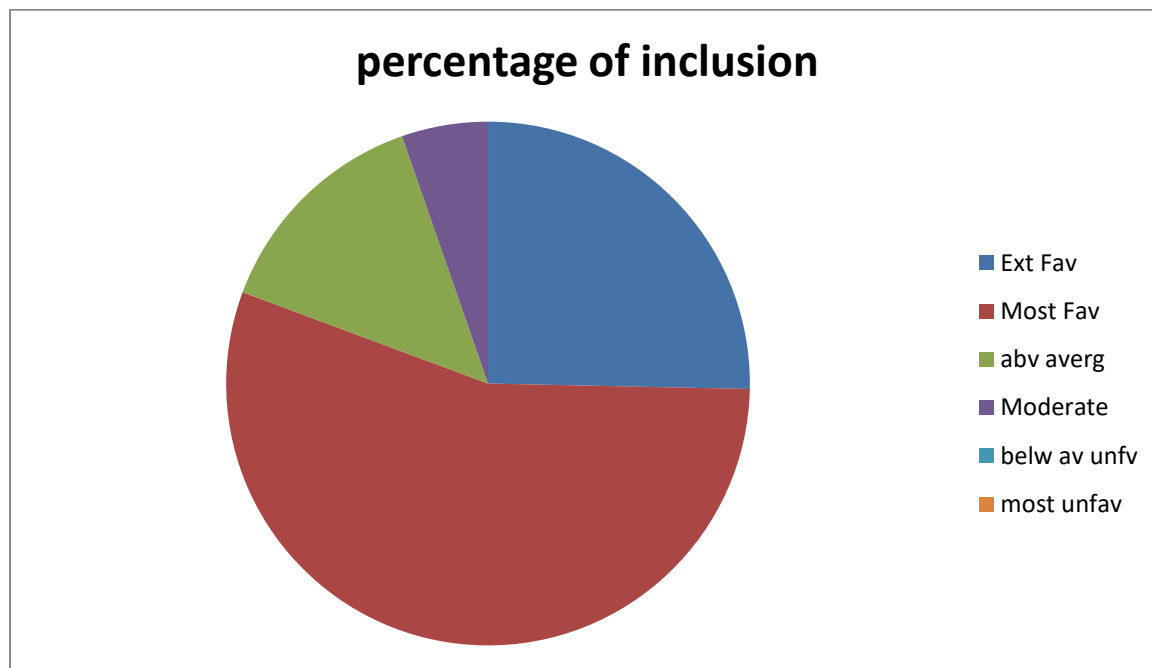


Table No-2: Significance of difference between different levels of attitude towards inclusion

Sl. No	Levels of attitude towards Inclusion	No. of teachers	df	Chi square
1	Extremely favourable	38	148	227.68
2	Most favourable	83		
3	Above average attitude	21		
4	Moderate favour attitude	08		
5	Below average unfavourable	00		
6	Most unfavourable	00		
7	Extreme Unfavourable	00		

($df=6$ $0.05=12.592$ $0.01=16.812$)

From the above table No-2, it can be said that most of teachers have most favourable attitude and zero number of teachers were found attitude having unfavourable towards inclusion. But there is found significant of difference among the different levels of attitude towards inclusion among secondary level teachers. The calculated *chi-square* value 227.68 (with *df* 6) in the levels of attitude of secondary school teachers towards inclusion have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of attitude among the secondary school teachers is rejected here. Thus, it can be said that though teachers are having positive and favourable attitude but there are significant differences in the levels of attitude among the secondary school teachers towards inclusion.

Table no-3

Significance of difference between male and female teachers attitude towards inclusion

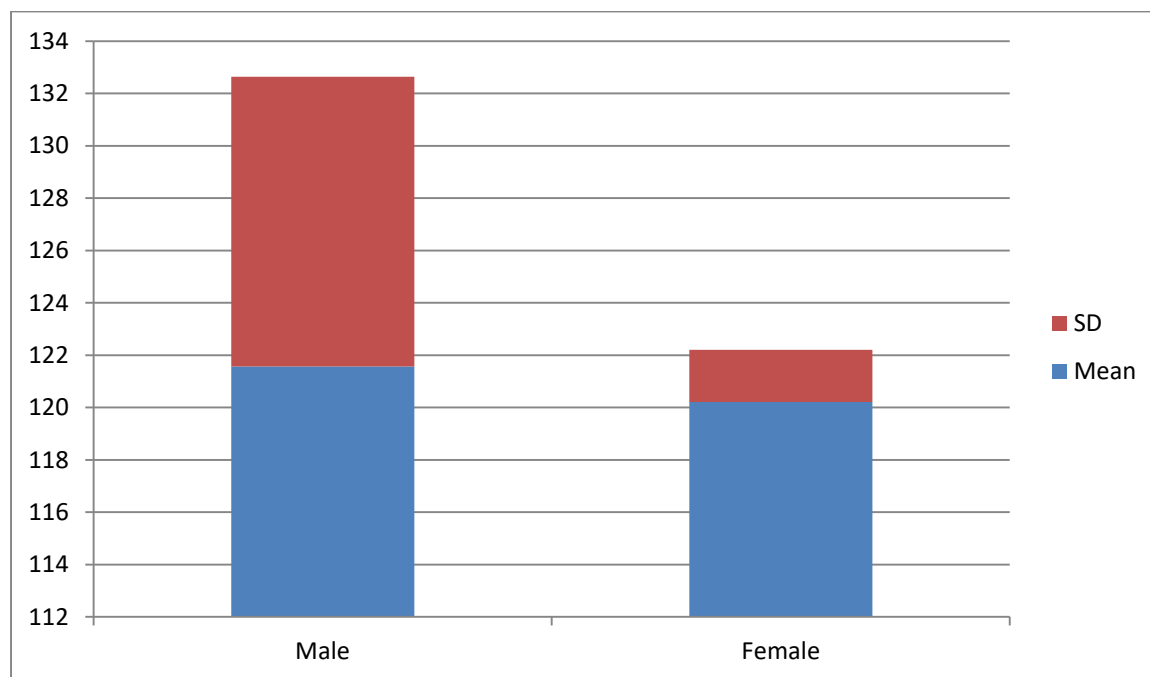
variables	N	Mean	SD	MD	SEd	t value
Male	75	121.57	11.07	1.36	2.59	9.66
Female	75	120.21	8.48			

0.05level =1.58

0.01level= 2.33

Fig N0-2

Graphical representation of mean and SD of male and female teachers attitude towards teaching



The table no-3 shows the significance of difference between male and female teachers attitude towards inclusion. The result of the study reveals that mean value of attitude of male and female teachers' towards inclusion is 121.57 and 120.21 with standard deviations of 11.07 and 8.48 respectively. The standard error of difference between two means is 2.59 with *df* 148 and the difference between mean is 2.59. Moreover, calculated '*t*' value, i.e. 9.66, is found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis "There is no significant difference in attitude of male and female secondary school teachers towards inclusion" is rejected here. From this it can be said that there are no differences between male and female secondary school teachers towards inclusion.

Result or Findings:

1. Most of the secondary school teachers of Nagaon district of Assam have shown '*most favourable*' attitude towards inclusion, i.e. 55.33%, and 25.33% have expressed extremely favourable attitude and very less number of teachers had shown moderate level of attitude towards inclusion.
2. The secondary school teachers of Nagaon district are showing only positive and favourable attitude towards inclusion but there is found significant differences in their levels of attitudes towards the same aspect.
3. While studying gender wise in inclusion of differently abled students in normal school it is found no differences between male and female secondary school teachers towards their attitude.
4. There is no discriminating attitude towards differently abled students and normal students are observed by male as well as female secondary school teachers in the district.

Thus teachers attitude towards inclusion of CWSN is found positive and indiscriminate attitude; so though 2019 "State of the Education Report for India: Children with Disabilities" released by the UNESCO indicated many CWSN do not go to any educational institution but with regards to Assam it was found no such child. Moreover, arranging awareness programme at village level and observing World Disabled Day every year on 3rd December, might be encouraging in attending CWSN in schools.

Suggestions:

1. Organise training programmes, develop training modules, training calendar. Curriculum adaptation and modification of the textbooks as per need of the CWSN by themselves or in collaboration with DIET and SCERT.
2. Supervision of STLM prepared by volunteers and Resource Teachers and Suggestions to them regarding preparation of STLM as low cost, double, with materials available locally, with new concept for every subject and topics and others as deemed necessary.
3. Organizing games and sports in Blocks at various occasions as well convergence with other organizations for various activities.
4. Teacher should create an effective classroom through cooperative learning and flexible syllabi which would give them more time and freedom. Appropriate management of classrooms (for example, management of noise, glare, etc.) and provision of additional support by using ICT or video also required for successful inclusion. Teachers require time for planning and discussion with other teachers, special educators and parents as well as for preparation of materials.
5. Support of Resource Teachers/Caregivers/parents/volunteers may be sought for identifying and understanding learning needs, communication needs, use of assistive devices and therapeutic management. Resource room to be used and teaching in the classroom must facilitate collaborative learning.

Conclusion:

Education is considered as developmental process, so education is made as our right through RTE-2009. Inclusive education is a new approach; in this approach children with disability and learning difficulties are educating with normal ones within the same roof. Through a long journey inclusive education reached in today's shape. Earlier children with disability and learning difficulties were treated and educated separately from normal children schools. However, though different Act's are passed for children with disable's, for their education and development, still people perceptions are not changed with respect to their learning with normal children within the same roof. For this perspective the present study was made to know the elementary school teachers' attitude towards inclusion of children with disability with normal children. In the study it was found that most of secondary school teachers have expressed '*most favourable*' attitude towards inclusion of differently abled children in normal schools with normal children. However, though teachers are having positive and favourable attitude but there are significant differences in the levels of attitude among the secondary school teachers towards inclusion. But with regards to gender wise observation it was obtained there was no differences in perception and attitude among the male and female secondary school teachers towards inclusion. However, to make successful inclusive education in the state and throughout the country our people needs to change their attitudes towards CWSN and cooperation must be provided in all aspects.

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