

INCLUSIVE EDUCATION IN ELEMENTARY SCHOOLS: A STUDY OF TEACHERS' ATTITUDE IN AIZAWL CITY OF MIZORAM

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Persons with disabilities are the most marginalized and suffer from social deviations, stigma and social exclusion and oppression. As it is estimated that there are 600 million disabled persons worldwide, while about 26.81 million disabled persons live in India. There are about 7.87 million children with disabilities as per census of 2011. The prevalence of disability is increasing as globalization, liberalization and modern lifestyles have increased the rate of accidents leading to loss of human parts and disability. With increased political activism and voluntarism at the international and national levels, disability has become the focus in recent times and there is increasing debate about the development of 'alternative' service programs such as community-based rehabilitation. The attitude of teachers' towards inclusion of children with special need into regular school is vital in determining the success of the government efforts in implementing policies. Keeping above in view the present paper purports to examine the attitude of teachers towards (i) psychological / behavioral aspect of inclusive education; (ii) social and parents-related aspects of inclusive education; (iii) curricular and co-curricular aspects of inclusive education; and (iv) administrative aspect of inclusive education in selected elementary schools in Aizawl city of Mizoram.

INTRODUCTION

Education is the most effective medium of social and economic empowerment. In keeping with the spirit of Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education shall be provided to all children with disabilities up to a minimum of 18 years of age. The Sarva Shiksha Abhiyan (SSA) launched by the government aims to provide eight years of primary schooling for all children, including children with disabilities, in the age group of 6-14 years by 2010. Children

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with disabilities in the age group of 15-18 years are provided free education under the Integrated Education for Disabled Children (IEDC) scheme. Under the SSA, a continuum of educational options, teaching aids and equipment, mobility aids, support services, etc. are being provided to students with disabilities. This includes education through open learning systems and open schools, alternative schooling, distance learning, special schools, where necessary, home based learning, travel teacher model, remedial teaching, part time classes, and community based rehabilitation (CBR) and vocational education. Concerted efforts will be made by the Government to improve the identification of children with disabilities through regular surveys, their enrollment in appropriate schools and their continuation till successful completion of their education. The government will endeavor to provide the right kind of learning materials and books to children with disabilities, suitably trained and sensitive teachers and schools that are accessible and disabled friendly. The Government of India is providing scholarships to students with disabilities to study at the post-school level. The government will continue to support the scholarship and expand its coverage. Persons with disabilities will be given access to pursue higher and professional courses with facilities for scholarships and fellowships in universities, technical institutions and other institutions of higher learning.

Children with disabilities are the most vulnerable group and require special attention. Government shall (i) endeavor to ensure the right to care, safety and security of children with disabilities; (ii) ensuring the right to development with dignity and equality, creating an enabling environment where children can exercise their rights, enjoy equal opportunities and participate fully in accordance with various laws; (iii) ensuring inclusion and effective access to education, health, vocational training, as well as special rehabilitation services for children with disabilities; (iv) To ensure the right to development as well as recognition of special needs and care and protection of children with severe disabilities. There are about 7.87 million children with disabilities as per census of 2011. Bihar, Meghalaya, Uttar Pradesh Dadra Nagar Haveli, Jharkhand, Manipur, Arunachal Pradesh Jammu and Kashmir, Madhya Pradesh and Assam constituted most of the children with disability in India.

More than 1/4th disabled children are not attending educational institutions. This was found more pronouncing in Nagaland (39 per cent) followed by Assam (36 per cent), Meghalaya (35 per cent), Daman and Diu (34 per cent), Bihar (34 per cent) and Arunachal Pradesh (33 per cent). About 29 per cent disabled children are not attending educational institutions in Uttar Pradesh.

REVIEW OF LITERATURE:

Kathleen Tait and Nola Purdie (2010) investigated pre-service teachers' views toward people with impairments at a big Australian university. 'The essence of thinking of inclusion lies in the embracing of variety and striving for equity for all people within a system,' Thomas and Loxley (2007) wrote. They pointed out that inclusive education tends to be rooted in a variety of contexts, including political, social, psychological, and educational ones. They agreed with the result reached by others (Fuller & Clark, 1994; Ainscow, 1999), who stated that schooling is so strongly related to local situations and cultures that importing practises from other places is difficult. Diamond (1994) investigated the "attitude of preschool parents toward integration" by interviewing parents of preschool children with and without disabilities who were enrolled in integrated or self-contained classrooms, and found that all parents had generally positive attitudes toward integrated school. According to Bender, Vail, and Scott (1995), 70 percent of general education teachers agree that mainstreaming or inclusion has benefited students with disabilities, whereas 56 percent agree that mainstreaming or inclusion has benefited students without disabilities. In a study on collaborative teaching in inclusive educational settings, Minke et al. (1996) discovered that general and special educators who collaborated in inclusive settings had higher levels of personal efficacy and self-ratings of competence and satisfaction in teaching students with disabilities than general educators who taught in traditional classroom arrangements where inclusion was not practised. Susana Padeliadu and Venetta Lampropoulou (1997) investigated regular and special education teachers' opinions about school integration of kids with special needs. In a study on "attitudes of parents and teachers toward mainstreaming," Hayes and Gunn

(1998) discovered that attitudes of parents and teachers at this school that was following mainstreaming were more negative than those of their counterparts at schools that did not follow mainstreaming. Palmer et al. (1998) investigated the effects of "parent perceptions of inclusion strategies for their mentally retarded children." Bryan G. Cook (2001) examined the attitudes of seventy teachers in a study that compared teachers' attitudes toward the inclusion of students with mild and severe disabilities. It was discovered that students with severe disabilities are significantly overrepresented among teacher nominations in the indifference category, whereas students with mild disabilities are significantly overrepresented among teacher nominations in the rejection category. John Elkins, et al. (2003) did a study on "parents' attitudes on including their children with special needs" . In their study, Watgson, J., and Boman (2005) discovered that, while schools and governments claim that students with learning disabilities and other disabilities are effectively supported inside schools, there was significant evidence that inclusion was not working. In the Indian context, N Singal (2006) looked at the prospect of inclusive education for children from marginalized communities, with a specific focus on children with disabilities. Kala (2006) aimed to investigate teachers' attitudes as one of the most essential factors in the teaching of children with disabilities. Das et al. (2001) looked at the "challenge for teacher education" and looked at the benefits for students with disabilities under the Persons with Disabilities Act of 1995. Cowasji (1985) concluded that the headmasters of the selected schools had good qualifications, were well experienced, and were specialists in the field of teaching in a study on the efficiency of the orientation programme for teachers working in integrated education for impaired children. Rane (1983) analysed the administrative infrastructure of the implementing agency, namely the Department of Education of the Government of Maharashtra, for managing the plan for education pupils with disabilities in a research on integrated education of challenged children. "Integrating mentally retarded children with normal children:- An Experiment" by Verma and Verma (1974) investigated the integration of mentally impaired kids in a regular school in New Delhi on an experimental basis. Prasad and Srivastava (1992) investigated the perceptual motor difficulties of learning handicapped and non-learning disabled

children aged 5 to 10. The findings suggested that children with low perceptual abilities perform poorly in school. Sharma (1993) aimed to investigate the differences between learning handicapped and non-learning disabled children's personality traits. The study looked at the effectiveness of intervention programmes designed expressly for parents, teachers, and children with learning difficulties in terms of enhancing academic achievement. The effect of cognitive behavioural training on the written syntax of learning challenged children aged 10 to 14 years was researched by Swarup and Sharma (1993). The study had ramifications in terms of raising awareness of kids' learning challenges in syntax in a traditional classroom setting. Gupta et al. (1996) investigated the prevalence and nature of learning difficulties at the end of second grade and devised preventive methods. All of the students identified as learning disabled in a general class had problems with Hindi, oral reading and comprehension, written expression, and arithmetic. They also had problems with serialisation, visual spatial orientation, auditory sequential memory, concept formation, verbal, numerical, and temporal relationship, as well as visual auditory association. Aminabhavi (1996) investigated the adjustment abilities of post-graduate physically impaired and abled students from Karnataka's Dharwad and Belgaum colleges. Physically challenged people were misaligned in terms of family, emotion, mode, and leadership. In his study, Kamalam (1996) focused on teacher capacity building in the education of mildly mentally retarded children. After the training, the teachers had a better understanding of mild mental retardation. Paranjape (1996) compared the performance of normal and hearing-impaired students in language and maths. Language achievement differed between children with and without hearing loss. Ramalingam (1996) investigated the development and efficacy of a strategy training programme for cognitive learning in learning handicapped, non-learning disabled, and slow learners. The study's findings revealed that strategy training had a positive significant effect on all groups' cognitive learning tests. Vijayanthi and Meera (1997) investigated the academic difficulties of learning challenged children in primary schools. The prevalence of handicap and impairments among pre-school children in rural settings was estimated by Venkatasam Prakasam and Hema (1997). They identified

the key socio-demographic factors that influenced the prevalence of impairment among pre-school children in rural areas. Zaveri (2001) created an awareness module for administrators and instructors of general schools on inclusive education for children with disabilities. Inclusion was deemed desirable but impractical by the teachers. Kala Parasuram (2006) investigated the factors that influence teachers' views on disability and inclusive education. The literature review merely shows that there is a scarcity of imperial data and relevant literature on inclusive education and the educational growth of PwDs in a national context.

OBJECTIVES AND METHODS:

Present paper is based on a major research study. It has following main objectives :

- To study the difference between male and female elementary school teachers 'attitude towards inclusive education.
- To study the difference between trained (special educator) and untrained (General) teachers attitude towards inclusive education.
- To study the difference between the attitude of teachers having more than 10years and less than 10 years of experience towards inclusive education.

A descriptive research design was utilized for this study in order to investigate general teachers (Government Primary Schools) and Special Educators' (Special Schools) attitudes regarding inclusive education practices in the Aizawl city. The participants of this study were 91 teachers from 15 Government Primary Schools (70 teachers) and 2 Special School receiving GIA from Government of India (21 Teachers). The Government Elementary Schools were selected randomly from the list of Government Primary Schools of Aizawl city. Since only 2 Special Schools receiving GIA from Government are functional in the city. In the present study, Teachers Attitude Scale towards Inclusive Education (TASTIE-SA) developed and standardized by Dr. Vishal Sood and Dr. Mrs Arti Anand was used to collect data from the subjects.

DISCUSSION AND RESEARCH FINDINGS:

In order to find out the significant difference between attitudes of teachers towards inclusive education, the obtained data was analyzed and compared by computing the mean scores and standard deviations for each of the groups and Unpaired *t* test was administered. As per the objectives of the study, analysis and interpretation of data are discussed as follows: In order to find out the significance difference between the scores of Male and Female teachers towards Inclusive Education, the calculation results of Mean, S.D and Unpaired *t* test is presented Table 1.

Table 1: Attitude of Male and Female teachers towards inclusive education

Gender	N	Mean	S.D	SEM	SED	t-ratio
Male	24	108.13	9.72	1.98	2.31	0.81
Female	67	110	9.69	1.18		

The t-ratio calculated in Table.4.2 was found to be 0.81 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 level 1.9870. So, the calculated t-ratio value is less than the table value at 0.05 level of significance. The mean of male teachers minus female teachers equals -1.88 and 95% confidence interval of this difference: From -6.46 to 2.71. The two-tailed P value equals 0.4184. Therefore by conventional criteria, this difference is considered to be not statistically significant. Hence, hypothesis no.1 i.e. there is no significant difference between Male and Female Elementary School Teachers' attitude towards inclusive education has been accepted. It means there is no significant difference in the attitude of male and female elementary school teachers towards inclusive education. Again, the Mean scores of the Male (108.13), is almost similar to the Mean Scores of Female teachers (110). So, it can be interpreted that the both Male and Female teachers of Aizawl city have above average favorable attitude towards inclusive education. The above table 2 shows that the calculated t-ratio value 1.01 is less than the table value at 0.05 level 1.9870. The mean of male teachers minus female teachers equals -0.67 and 95% confidence interval of this difference: From -1.97 to 0.64. The two-tailed P value equals 0.3151. Therefore by conventional criteria, this difference is considered to be not

statistically significant. It means there is no significant difference in the attitude of Male and Female Elementary School Teachers towards Psychological and Behavioural aspect of inclusive education.

Table 2: Psychological and Behavioral Aspect of Inclusive Education

Gender	N	Mean	S.D	SEM	SED	t-ratio
Male	24	23.92	3.12	0.64	0.66	1.01
Female	67	24.58	2.64	0.32		

It has been observed from the responses of respondent that both male and female teachers think the inclusive education, lays down an extra pressure on special children to show similar performance as that of normal children. The nearly 50% Male teachers believe that inclusive education is not helpful in intellectual development of the special children. Where as most the Female teachers believe that there will be negative effect on the learning abilities of normal children due to inclusive education. To find out attitude of Male and Female teachers towards Social and Parents related aspect of inclusive education the following table was generated. The data vide table number 3 indicate that the calculated t-ratio value 0.64 is less than the table value at 0.05 level 1.9870. The two-tailed P value equals 0.5246. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there is no significant difference in the attitude of Male and Female Elementary School Teachers towards Social and Parent's related aspect of inclusive education.

Table3: Attitude of Male And Female Teachers Towards Social And Parents Related Aspects of Inclusive Education

Gender	N	Mean	S.D	SEM	SED	t-ratio
Male	24	28.38	3.62	0.74	0.84	0.64
Female	67	28.91	3.49	0.43		

The analysis of the data indicates that nearly 50% of Male believes that for imparting of inclusive education appropriately, it is very necessary to seek consent of the parents of normal children. Whereas Female teacher think that parents of special children face problems in getting admission in general schools. The t-ratio calculated in Table.4

was found to be 1.01 and the needed values to be significant at 0.05 level is 1.9870. So, the calculated t-ratio value is less than the table value. The mean of male teachers minus female teachers equals -0.96 and 95% confidence interval of this difference: From -2.83 to 0.92. The two-tailed P value equals 0.3136. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there is no significant difference in the attitude of Male and Female Elementary School Teachers towards Curricular and Co-curricular aspect of inclusive education. Again, the Mean scores and S.D. shown in above graph is almost similar. So, it can be interpreted that the both male and female teachers of Aizawl city have favorable attitude towards curricular and co-curricular aspect of inclusive education.

Table 4: Attitude of Male and Female Teachers Towards Curricular and Co-Curricular Aspects of Inclusive Education

Gender	N	Mean	S.D	SEM	SED	t-ratio
Male	24	29.21	3.98	0.81	0.94	1.01
Female	67	30.16	3.96	0.48		

The scores in the questioner show that 100 % of the respondent of the study had been agreed with the statement that teachers have to face problems in implementing inclusive education. Most of the Male respondent said that apart from prescribed curriculum, inclusive education should not be related to desired co-curricular activities. Whereas Most of the Female teachers believe that it is not necessary to have additional educational qualification to impart inclusive education. The data vide table number 5 indicate that the calculated t-ratio value 0.38 is less than the table value at 0.05 level 1.9870. The two-tailed P value equals 0.7049. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there is no significant difference in the attitude of Male and Female Elementary School Teachers towards Social and Parent's related aspect of inclusive education.

Table 5: Attitude of Male and Female Teachers Towards Administrative Aspects of Inclusive Education

Gender	N	Mean	S.D	SEM	SED	t-ratio
Male	24	26.63	3.05	0.62	0.74	0.38
Female	67	26.34	3.14	0.38		

It is visible in the figure 6 that the Mean value of attitude of male teacher (26.63) and female teachers (26.34) of Aizawl city towards Administrative aspect of inclusive education was found to be equally favorable. The raw scores of TASTTE indicate that both the male and female teachers were disagreed in response to the statement no.11 for special children, general schools are more appropriate in comparison to special school. The male teachers had strong believes that the present school curriculum is not favorable to the need of special children. At the same time most of the female teachers thought that for inclusive education, it is necessary to bring changes in the basic structure of the school. In order to find out the significance difference between the scores of Special Educators and General Teachers attitude towards Inclusive Education, the Mean value and S.D were calculated. The Unpaired *t* test was administered. The results are being presented in the table number 6

Table 6: Attitude of Trained And Un-Trained Teachers Towards Inclusive Education

Training status	N	Mean	S.D	SEM	SED	t-ratio
Trained	24	103.57	7.21	1.57	2.28	3.39
Untrained	67	111.29	9.65	1.15		

The table number 7 shows that the t-ratio calculated on the basis of responses of Trained (Special Educators) and Untrained (General Educators) was found to be 3.39 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is greater than the table value at both 0.05 and 0.01 levels of significance. The mean of trained teachers minus untrained teachers equals -7.71 and 95% confidence interval of this difference: From -12.24 to -3.19. The two-tailed P value equals 0.0011. Therefore by conventional criteria, this difference is considered to be very statistically significant. Hence, hypothesis no.2 i.e. there is no significant difference between Trained and Untrained Elementary School Teachers' attitude towards inclusive education was rejected. It means there is significant difference in the attitude of Special Educators and General Elementary School Teachers towards inclusive education. Again, the figure number 4.3 clearly indicates

that the Mean scores of the General teachers (111.29), is greater than the Mean Scores of Special Educators (103.57). So, it can be interpreted that the General Teachers' attitude are more favorable towards inclusive education as compared to their counterparts (Special Educators). It might be due to the reason that the 100% Special Educators believes that General Teacher will face problems in implementing inclusive education. They also expressed their views that the available facilities in General Schools are not satisfactory for inclusive education. Most of the Special Educator also believes that Special Schools and special education are better option than General School and inclusive education for children with special needs.

Table 7: Attitude of Trained And Un-Trained Teachers Towards Psychological / Behavioral Aspect of Inclusive Education

Training status	N	Mean	S.D	SEM	SED	t-ratio
Trained	24	23.67	2.20	0.48	0.69	1.40
Untrained	67	24.63	2.90	0.35		

As per the table number 8, it was found that the calculated t-ratio value 1.40 is less than the table value at 0.05 level 1.9870. The mean of Special Educators (Trained) minus General Teachers equals -0.96 and 95% confidence interval of this difference: From -2.32 to 0.40. The two-tailed P value equals 0.1639. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there is no significant difference in the attitude of Trained (Special Educators) and Untrained Elementary School Teachers towards Psychological and Behavioral aspect of inclusive education. Further after analyzing scores obtained in the psychological and behavioral area of the scale, it was found from the responses of Special Educators that they believe the inclusive education, lays down an extra pressure on special children to show similar performance as that of normal children. But at the same time both Trained and Untrained teachers had an opinion that the cultivation and development of abilities of special children can be done to the maximum through inclusive education. In over all, both have expressed favorable attitude in respect to psychological / behavioral aspect of inclusive education.

Table 8: Attitude of Trained And Un-Trained Teachers Towards Social And Parents Related Aspect of Inclusive Education

Training status	N	Mean	S.D	SEM	SED	t-ratio
Trained	24	25.81	2.87	0.63	0.78	4.94
Untrained	67	29.66	3.20	0.38		

The analysis of data vide table number 9 availed that the t-ratio calculated on the basis of responses in social and parents related area was found to be 4.94 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is greater than the table value at both 0.05 and 0.01 levels of significance. The mean of trained teachers minus untrained teachers equals -3.85 and 95% confidence interval of this difference: From -5.39 to -2.30. The two-tailed P value equals 0.0001. Therefore by conventional criteria, this difference is considered to be extremely statistically significant. It means there is significant difference in the attitude of Special Educators and General Elementary School Teachers towards inclusive education. Further, the figure number 9 clearly indicates that the Mean score of the General Teachers (29.66) is greater than the Mean Score of Special Educators (25.81). So, it can be interpreted that the General Teachers' attitude are more favorable towards Social and Parents related aspect of inclusive education as compared to their counterparts (Special Educators). It might be due to the reason that nearly 75% of the special educator believes that special schools and special education are better option than general school and inclusive education for children with special needs. Most of the Special Educators have an opinion that it is not possible to bring special children in mainstream of society through inclusive education.

Table 9: Attitude of Trained and Un-Trained Teachers Towards Curricular and Co-Curricular Aspect of Inclusive Education

Training status	N	Mean	S.D	SEM	SED	t-ratio
Trained	24	26.86	2.80	0.61	0.90	4.42
Untrained	67	30.83	3.81	0.46		

The analysis of table number 10 shows that the t-ratio calculated on the basis of responses of Trained and Untrained teachers in the Social and Parents related area of TASTIE was found to be 4.42 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is greater than the table value at both 0.05 and 0.01 levels of significance. The mean of trained teachers minus untrained teachers equals -3.97 and 95% confidence interval of this difference: From -5.76 to -2.19. The two-tailed P value equals 0.0001. Therefore by conventional criteria, this difference is considered to be extremely statistically significant. It means there is significant difference in the attitude of special educators (Trained) and Untrained (General Elementary School Teachers) towards Curricular and Co-curricular aspect of inclusive education. Further, the figure number 10 shows that the Mean score of the General Teachers (30.83) is greater than the Mean Score of Special Educators (26.86). So, it can be interpreted that the General Teachers' attitude are more favorable towards curricular and co-curricular aspect of inclusive education as compared to their counterparts (Special Educators). It might be due to the reason that 100 of the Special Educator believes that General Teacher will face problem in implementing the inclusive education. They also think that General Teacher can not fulfill the needs of special children along with normal children in a common classroom. Special Educators also have an opinion that General Teacher feel un-comfortable in inclusive teaching-learning situation.

Table 10: Attitude of Trained and Un-Trained Teachers Towards Administrative Aspect of Inclusive Education

Training status	N	Mean	S.D	SEM	SED	t-ratio
Trained	24	27.24	2.10	0.46	0.77	1.39
Untrained	67	26.17	3.32	0.40		

The above table indicates that the calculated t-ratio value 1.39 is less than the table value at 0.05 levels 1.9870. The two-tailed P value equals 0.1683. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there is no significant difference in the attitude of Trained and Untrained

Elementary School Teachers towards Administrative aspect of inclusive education. The raw scores of both Special Educators and General Teachers indicate that both have almost similar attitude in the area. Both have strong believes that at present, the facilities available in General Schools are not satisfactory for inclusive education and it is necessary to bring changes in the basic structure of the school. In order to find out the significance difference between the scores of teachers with more than 10 years experience and less than 10 years experience towards Inclusive Education, the calculation results of Mean, S.D and Unpaired *t* test is presented below The table number 11 revealed that the t-ratio obtained on the basis of responses of teachers with more than 10 years experience and less than 10 years experience was found to be 0.02 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is less than the table value at 0.05 level of significance. The mean of teacher with more than 10 years experience minus teachers with less than 10 years experience equals -0.04 and 95% confidence interval of this difference: From -4.28 to 4.20. The two-tailed P value equals 0.9852. Therefore by conventional criteria, this difference is considered to be not statistically significant. Hence, hypothesis no.3 i.e. there is no significant difference in attitude between Elementary School Teachers with more than 10 years experience and less than 10 years experience towards inclusive education was accepted. It means there are no significant difference in the attitude of teachers with more than 10 years experience and less than 10 years experience towards inclusive education. The 11 given below clearly indicates that the Mean Values of experienced teachers (109.49) and less experienced teachers (109.53) are almost equal. Therefore it is clear from the above table and figure 4.4 that there exists no significant difference between teacher's attitude having more than 10 years and less than 10 years of experience towards inclusive education. This might be due to the reason that both more experienced teachers and less experienced teachers have same kind of working knowledge about the children-learning environment because of the present day practice of inclusion of special need children under Serva Shiksha Abhiyan.

Table 11: Attitude Of Teachers With More Than 10 Years Experience And Less Than 10 Years Experience Towards Inclusive Education

Teaching Experience	N	Mean	S.D	SEM	SED	t-ratio
above 10 years	24	109.49	9.08	1.18	2.14	0.02
below 10 years	67	109.53	10.85	1.92		

The table indicates that the t-ratio obtained by calculating the data of psychological and behavioral area was found to be 1.27 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is less than the table value at 0.05 level of significance. The two-tailed P value equals 0.2066. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there are no significant difference in the attitude of teachers with more than 10 years experience and less than 10 years experience towards psychological and behavioural aspect of inclusive education. The figure 12 given above clearly indicates that the Mean Values of experienced teachers are almost similar and shows favorable attitudes. But both more experienced teachers and less experienced teachers have same kind of believes that inclusive education, lays down an extra pressure on special children to show similar performance as that of normal children.

Table 12: Attitude Of Teachers With More Than 10 Years Experience And Less Than 10 Years Experience Towards Psychological / Behavioral Aspects Of Inclusive Education

Teaching Experience	N	Mean	S.D	SEM	SED	t-ratio
above 10 years	24	24.14	2.68	0.35	0.61	1.27
below 10 years	67	24.91	2.90	0.51		

The analysis of data vide table number 13 shows that the t-ratio obtained by calculating the data of social and parents related area was found to be 0.85 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is

less than the table value at 0.05 level of significance. The two-tailed P value equals 0.3977. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there is no significant difference in the attitude of teachers with more than 10 years experience and less than 10 years experience towards social and parent's related aspect of inclusive education. The above figure 13 also clearly clarifies the similarities between the Mean Values of both the groups. While analyzing the statements of the scales, it was found that teachers with less experience has supported special education as better option than inclusive education for children with disabilities. They also believe that only inclusive education is not sufficient for mainstreaming of children with disabilities. It might be due to non availability trained resource teacher in government primary schools and poor quality of in-service training.

Table 13: Attitude Of Teachers With More Than 10 Years Experience And Less Than 10 Years Experience Towards Social And Parents Related Aspects Of Inclusive Education

Teaching Experience	N	Mean	S.D	SEM	SED	t-ratio
above 10 years	24	29	3.41	0.44	0.77	0.85
below 10 years	67	28.34	3.70	0.65		

The table shows that the t-ratio obtained by calculating the data of curricular and co-curricular area was found to be 0.12 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is less than the table value at 0.05 level of significance. The two-tailed P value equals 0.9044. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there is no significant difference in the attitude of teachers with more than 10 years experience and less than 10 years experience towards curricular and co-curricular aspect of inclusive education. Again, the Mean scores and S.D. shown in above Figure14 is almost similar. So, it can be interpreted that the both above 10 years experienced teacher and below 10 years experienced teachers of Aizawl city have similar attitude towards

curricular and co-curricular aspect of inclusive education. While analyzing the statements of both groups it was observed that they face problems in implementing inclusive education while fulfilling the needs of special children along with normal children in the same classroom and encounter problems in timely completion of syllabus.

Table 14: Attitude of Teachers With More Than 10 Years Experience And Less Than 10 Years Experience Towards Curricular And Co-Curricular Aspects of Inclusive Education

Teaching Experience	N	Mean	S.D	SEM	SED	t-ratio
above 10 years	24	29.95	3.93	0.51	0.88	0.12
below 10 years	67	29.84	4.09	0.72		

The table number 15 revealed that the t-ratio obtained on the basis of responses of teachers with more than 10 years experience and less than 10 years experience towards administrative aspect of inclusive education was found to be 0.05 and the needed values to be significant at 0.01 level is 2.6322 and at 0.05 levels 1.9870. So, the calculated t-ratio value is less than the table value at 0.05 level of significance. The mean of teacher with more than 10 years experience minus teachers with less than 10 years experience equals -0.03 and 95% confidence interval of this difference: From -1.39 to 1.33. The two-tailed P value equals 0.9643. Therefore by conventional criteria, this difference is considered to be not statistically significant. It means there are no significant difference in the attitude of teachers with more than 10 years experience and less than 10 years experience towards curricular and co-curricular aspect of inclusive education. The above figure 15 also clearly clarifies the similarities between the Mean Values of both the groups. While analyzing the statements of the scales, it was found that teachers from both the groups had agreed that at present, the facilities available in general schools are not satisfactory for inclusive education. All teachers with more 10 years experience have given their opinion that it is a challenge to implement inclusive education in general schools.

Table 15 Attitude Of Teachers With More Than 10 Years Experience And Less Than 10 Years Experience Towards Administrative Aspects Of Inclusive Education

Teaching Experience	N	Mean	S.D	SEM	SED	t-ratio
above 10 years	24	26.41	2.91	0.38	0.69	0.05
below 10 years	67	26.44	3.47	0.61		

CONCLUSION

Inclusive education means everyone belongs to school and everyone is welcome to the school. Inclusive education is the need of the hour keeping in view the population explosion and availability of limited resources to meet out educational and other demands of all members of population. But, the success of this concept entirely depends on teachers, their commitment and attitude towards special children who are to be imparted education in inclusive settings. The empirical evidences in the area of inclusive education clearly indicate that teachers and parental attitude are the key factors for making inclusive education, a real success. Open-hearted, open-minded, committed and true teachers can bring disabled students in mainstream of the society so that they can contribute their optimum for betterment of society and nation as whole. To conclude it can be said that inclusive education is a mandate today. In-fact, inclusive education is the need of the hour. It becomes a crucial issue in the field of education, which attracts all concerned. It is a matter of immense pleasure that inclusive education is in a progressive way in Aizawl, but still there is large room for improvement. To remove the gap between inclusion and exclusion, Teachers, Parents, Society, Administrators and Government should collectively work to implement the policies of inclusive education. It can be said that teachers attitude towards disabled students, in particular and inclusive education, in general is the main pivot for making the concept of inclusion, a successful venture.

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