

A Study On Awareness And Attitude Of The Teachers Working In CBSE Schools In Jaipur City Towards Inclusive Education.

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Citation: Dr.Babu Lal Meena, Dr. Quazi Ferdoushi Islam et.al (2024), A Study On Awareness And Attitude Of The Teachers Working In CBSE Schools In Jaipur City Towards Inclusive Education, *Educational Administration: Theory and Practice*, 30(5), 8453-8460
Doi: 10.53555/kuey.v30i5.4379

ARTICLE INFO

Received: 04-1- 2024,
Revised: 16-02 2024,
Accepted: 10-03- 2024

ABSTRACT

A study on awareness and attitudes of teachers working in CBSE schools in Jaipur city was investigated following survey method . The study included 60 teachers as its sample chosen from 5 different CBSE schools in Jaipur city following purposive sampling technique Indigenously developed rating scale were administered on the teachers to measure the awareness and attitude level of the teachers .Data collected were analyzed and t-value is calculated to find out the significant difference based on the different variables . It was found that there is a significant difference in the awareness level of the teachers based on the educational qualifications and incidence of children with special needs in their school but based on other factors like gender , age, years of experience and availability of a special educator in the school no significant differences were found . On the other hand the number of years of experience of school teachers and incidence of children with special needs in the school had a significant difference in their attitude .

Keywords: Inclusive education , Awareness , Attitude , Teachers , C.B.S.E .

Introduction:

Every individual is unique and hence special education should cater the needs of all the individuals in compliance with the constitutional provision of equal opportunity . Some individuals require a more relevant or appropriate instruction than is usually available with in formal and informal educational structures .

UNESCO has been in the forefront of advocating education for all and inclusive education for children with special needs . The world conference on special needs education ,access and quality held in SALAMANCA in June 1994 is considered as a significant milestone in child centered pedagogy , which recognized that educational environment in the school must be created to fulfill the specific needs of the children and that regular schools must accommodated all children regardless of their physical intellectual , social ,emotional linguistic or other conditions . The National Sample Survey Organization (2002) in its report no.393 observed that in India about 70 % of persons with disabilities such as hearing impairment , visual impairment , physical- orthopedic disability were found illiterate as against 46% in the urban India . Only 3.5 % of disabled persons in rural areas had reported educational level of secondary and above as against 12.3 % in the urban blocks of India .Regarding enrollment of persons with disabilities 45.8% of rural disabled persons in the age group of 5-14 years were currently enrolled , while in urban areas current enrollment was 55.2 % .On the other hand 44.2 % of the rural disabled populations in the age group of 5 -14 years were never enrolled in ordinary school as compared to 36.2 % in the urban areas . It is pertinent to report here that enrollment of children with disabilities in ordinary schools was only 0.01 % both in urban and rural areas .

Certainly , the inclusion of students with mild , moderate ,multiple and severe disabilities in a general education environment requires a significant of thought and planning .The implementation of instructional practices matching the needs of students with and without disabilities can be a daunting task , contingent upon not only the inclusive model selected ,but also educator facility in working with diverse learners (Shulte , Osbome & Kauffman ,1993).

The philosophy of inclusive education rests on giving equal opportunities to an integrated group of bodied and differently able children studying together. It refers to the “ opportunity for persons with a disability fully in all of the educational ,employment ,consumer, community and domestic activities that typify every society ” – (ILSMH , 1994) . Inclusive education change attitudes . It produces a meaningful voice in the world of silence ,brings a ray of hope in the life of those who live in darkness . It also lends helping hands and understanding to those who need love and concern . It enables children with special needs to reach their potential and live with equality and dignity (Maitra & Saxena 2008) .

Cook and Friend (1995) had identified the need for mutual understanding between general and special educators in terms of instructional beliefs time for solid instructional planning, agreement on the establishment of classroom routines ,establishment of classroom discipline norms as well as parity , or the projection of both teachers as equally responsible for instruction as critical components of strong collaborative teaching programs. However, underlying such efforts is the necessity of both general and special educators to work together in a mutually respectful manner that is devoid of territoriality or power struggle .

Hoffman (1997) analysed inclusion in New Jersey school districts . The study also focused on general education teacher’s attitude about inclusion and their perceptions of possible effects, if any students with moderate to severe disabilities had on general education teachers. To accomplish this task , a qualitative study was conducted . Standardized open – ended interviews were conducted with 22 general education teachers and five directors of special services about (A) school operation (B) teacher preparation (C) implementation and (D) evaluation . A follow-up survey was mailed to 40 teachers (including the 22 interviewed teachers) . Teachers reported that the integration of students with moderate to severe disabilities in their classes had a positive impact on students with disabilities , as well as on non-handicapped classmates. Despite federal mandates propelling the inclusion movement in the United States ,relatively little has been done to explore the current state of inclusive practice in terms of service models most often employed and other relevant classroom characteristics including number of students with disabilities ,training experiences of educators and other available educational support . Based on extant literature , it is not clear what teachers would commonly recognizes as sufficient to enhance inclusive practice or even what the norms are for a general education classroom to be considered inclusion (Ryndak ,Jackson & Billingsley, 2000 : Walther-Thomas,1997) .

Harinath, & Sarojini (2000) revealed that teachers exhibited low and moderate awareness on concept , causes and characteristics of children with disabilities . The quoted studies also point out the dearth of such specific studies and highlight the need for research in identification of teacher ’s awareness on different aspects of disabilities in children .

According to Lore man & Deppeler (2001), Inclusion ,means full inclusion of children with diverse abilities (that is, both giftedness & disabilities) in all aspects of schooling that other children and able to access and enjoy . It involves regular schools and classrooms genuinely adapting and changing to meet the needs of children as well as celebrating and valuing differences .

The attitudes and perceptions of general education teachers toward inclusion have been evaluated using survey techniques for the past 50 years. In these research reports, teachers generally indicate that they do not have adequate training for work with students with special needs either in their teacher preparation programs or as part of their in-service professional development . They also report a need for more personnel assistance in the classroom to support their teaching (Scruggs & Matropieri,2007) .

The teachers who volunteered to have inclusion students in their classes were willing to take a risk and were willing to accept the challenge of having these teachers appeared to be due to their own initiatives and willingness to include students with moderate to severe disabilities in their classes. On the other hand, teachers who were assigned by the administration to have inclusion students in their classrooms were not sure of their capabilities and they felt they did not have the knowledgge, skills ,& training needed to teach students with moderate to severe disabilities .

Objectives of the study:

1. To measure the awareness and attitude of teachers towards inclusive education working in CBSE schools in Jaipur city based on their gender.
2. To measure the awareness and attitude of teachers towards inclusive education working in CBSE schools in Jaipur city based on educational qualification in special education.
3. To measure the awareness and attitude of teachers towards inclusive education working in CBSE schools in Jaipur city based on age.
4. To measure the awareness and attitude of teachers towards inclusive education working in CBSE schools in Jaipur city based on number of years of experience as a teacher .
5. To measure the awareness and attitude of teachers towards inclusive education working in CBSE schools in Jaipur city based on number of children with special needs studying in the school .
6. To measure the awareness and attitude of teachers towards inclusive education working in CBSE schools in Jaipur city based on their experience of attending the workshops on inclusive education & RCI bridge course .

Hypothesis of the study :

- There will be a significant difference in awareness & attitude of teachers towards inclusive education working in CBSE schools in JAIPUR city based on their gender , age ,educational qualification in special education , years of experience as teachers , training programs attending on inclusive education, number of children with disability available in the school .

The scope off the present study is to understand the present awareness level and attitude of teachers working in CBSE schools .It will also bring an idea about the need for inclusive setup in the city and the effective steps taken by CBSE board towards implementation of inclusive education .The researcher henceforth visualizes the respondents would initiate to the think on new ways of helping children with special needs . The result of the study will provide the data on the acceptance of the changing ideologies due to inclusive education . A part form this the data will also disclose .

The delimiting factor for the study could be that the procedure adopted for data collection , issuing the rating scales through the school principal should have been made personally after sensitizing the sample for their roles in the research study .The research also considers the generalization principle would work as sample teachers who were selected from only 5 CBSE schools in city .

Methodology of the study :

A descriptive survey type of research was adopted to conduct this study on awareness & attitude of teachers towards inclusive education working in CBSE schools in Jaipur city . Hence the present study aims to describe the current scenario in CBSE schools towards implementing “ Zero reject policy ” and providing quality & age appropriate education to all children in terms of awareness and attitude level of the teachers in this regard .

Sample of the study :

Following the purposive sampling technique , sample were chosen from 10 CBSE schools in Jaipur city . Around schools approached , 5 schools permitted for conducting the study & the samples obtained from 5 schools are Jaipur Public School , Tagore Public School , Aadarsh Vidhya Mandir , Saint Joseph public school , & Modi Public School .

The basic criteria for the selecting the sample for the present study was that the teacher shall be working in any school of Jaipur city . Which is affiliated to CBSE , DELHI .

Tools :

The tools used for the present study were indigenously developed rating scales to measure the awareness and attitude of teachers individually and a performa to gather the demographic details related to the study .

(i)Rating scale on awareness

To assess the awareness of teachers working in CBSE schools in Jaipur city towards inclusive education , the investigator had construct awareness statement on the concepts of disabilities among children , imperative of CBSE board toward inclusive education and our national legislative implications towards inclusive education to develop a set of 10 statements thorough in depth study of relevant literature newsletter of CBSE Board ,consultation with educationist and special education experts of professionals were made by the researcher. The statement is presented in simple language for easy understanding & to avoid ambiguity the drafted statements were given to a panel o experts who are familiar with the education of the disabled with a request to review and restructure the items, if necessary. The expert’s suggestions were considered and draft was restructured finally with 10 statements. By using the awareness rating scale , teachers self ratings were obtained to measure the awareness of teachers working in CBSE schools in Jaipur city on different dimensions of implementing inclusive education .

(ii)Rating Scale on attitude

To measure the attitude of the teachers towards inclusive education , this scale also contained 10 statements , it was also passed through a panel of experts. Recommendations & suggestions were dully regarded and a final draft on attitude scale with 10 statements was confirmed for establishing data collection . Against each statements 5 gradations were given namely “Strongly agree” , agree , agree to certain eaten , disagree ,and strongly disagree . For easy implementation or data collection , numbers 5,4,3,2, 1 were corresponded to each statement against the response gradations. The statements were arranged in an order that all odd numbers statements were positive & even numbers statements were Negative , Positive statements were given a score of 5 , 4 , 3 , 2 , 1 , it was the reverse for the negative statements .

For collecting the demographic details about the school of the teachers part A of the rating scale was designed part A was to be filled by teachers , Which included name of the school position of the teachers , name of teachers & age , gender education qualification , number of years of experience of the teacher , details on attending to programs or shot term courses in disability management , availability of special educator & incidence of children with disability in school .

Validation of tool

The rating scale was given to a panel of experts comprising professional such as a CBSE school Principal , lecturer in special education & professors in disability rehabilitation with a request to review & restructure the items , if necessary . The experts suggestions were considered & draft was restructured finally with 10 statements . The restricting involved tasks like removing the double barreled questions ,using simple vocabulary , shortening the sentences etc . The revised rating scale was again edited by a panel scale to possess validity & reliability .

Procedure

The investigator had to meet the management and the administrator individually & explain the purpose , significance & scope of the study to get permission for the conduct of the study . The ratings were administered to measure the awareness & attitude of teachers working in CBSE schools in Jaipur city . The rating were scales were issued to the teachers through the principal , the responded sheets were collected there after .The teachers were allowed to respond freely i.e. ,with no time limits . The demographic data was collected following the part A schedule of the rating scale .

The collected data need to the qualified & analyzed statically to understand the magnitude of the condition existing in the present study . To quantify the data , the following scoring procedure was adopted .In the awareness rating scale , against each item two responses were given . For positive statements the scoring was 1 & 0 for negative statement the scoring was the reverse order . Similarly to quantify the attitude scale , 5 Gradations namely “Strongly agree” agree , agree to certain eaten , disagree , and strongly disagree were offered the scores 5 ,4,3,2, & 1 respectively for negative statements .

The data obtained from 60 teachers working in CBSE schools was analyzed with the help of computer . The analysis involved the application of percentage , mean standard deviations , t- test & correlation test . The results obtained from the analysis are presented in the next chapter .

Findings of the study

The data analysis was conducted by using following statistical techniques .

*The mean and percentage score is calculated to find out the awareness and attitude level of the CBSE school teachers towards implementation of inclusive education .

*Independent t- test was carried out to find out whether there is any significant difference in the attribute of the CBSE school teachers towards inclusive education with respect to awareness and attitude when comparison is done based on gender – age of teachers – education qualifications , number of years of experiences , availability of special educator in the school , incidence of children with disabilities in the school and training programme or courses attended on disability by the teachers .

Table – 1 Level of awareness based on the age of the teacher .

Age	Number	Mean	SD	T – value
Upto 35 years	31	32.35	3.41	T = 0.090
Above 35 years	29	32.28	3.39	df = 58
Total	60	32.32	3.37	NS*

The statistical analysis of data reveals that the mean awareness score of the teachers up to 35 years of age is 32.35 and for the teachers above 35 years are 32.28 . The standard deviation scores are 3.41 & 3.39 respectively . The calculated t- value of the group is 0.090 against the table value of 2.002. This shows that there is no statistical difference in the awareness level of teachers belonging to two different group and hypothesis is rejected at 0.05 levels at 58 degree .

Table – 2 Level of awareness based on the gender of the teacher

Gender	Number	Mean	SD	T- value
Male	8	31.50	3.10	t=0.733
Female	52	32.44	5.01	Df=58
Total	60	32.32	3.37	NS*

The table reveals the mean awareness score of the male teachers is 31.50 and for the female teachers are 32.44 . The standard deviation scores are 3.10 and 5.01 respectively. The calculated t- value of the groups is 0.733 against the table value of 2.002. This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups.

Table – 3 Level of awareness based on their educational qualification in special education .

Education Qualification with Special Education	No	Mean	SD	t-value
Yes	6	32.02	3.33	T = 2.114

No	54	35.00	2.68	Df=58
Total	60	32.32	3.37	S*

The mean awareness score of the teachers with educational qualification in special education is 32.02 and for the teachers with out educational qualification in special education is 35.00 .The standard deviation scores are 3.33 & 2.68 respectively . The calculated t- value of the group is 2.114 against the table value of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups .

Table – 4 Level of awareness based on years of experience .

Experience	No	Mean	SD	T – value
Upto 5 year	28	32.00	3.40	T= 0.677
Above 5 years	32	32.59	3.38	Df =58
Total	60	32.32	3.37	NS*

The table reveals that the mean awareness score of the teachers with up to 5 years of experience is 32.00 and for the teachers above 5 years of experience is 32.59 . The standard deviation scores are 3.40 and 3.38 respectively . The calculated t- value of the groups is 0.677 against the table of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups .

Table- 5 : Level of awareness based on attending courses or programs in disability management .

Courses attended in disability management .	No	Mean	SD	t- value
Attended	8	33.75	3.01	T = 1.299
Not attended	52	32.10	3.40	Df =58
Total	60	32.32	3.37	NS*

The mean awareness score of the teachers who have attended course or programs in disability management is 33.75 and for the teachers who have not attended 32.10 . The standard deviation scores are 3.01 and 3.40 respectively . The calculated t- value of the group is 1.299 against the table value of 2.002. this shows that there is no statistical difference in the awareness level of teachers belonging to two different groups . Hence the hypothesis is rejected at 0.05 levels at 59 degree of freedom .

Table – 6 : Level of awareness based on the availability of special educator .

Availability of special educator	No	Mean	SD	t- value
Available	43	31.88	3.51	t= 1.602
Not Available	17	33.41	2.79	Df=58
Total	60	32.32	3.37	NS*

The table reveals that the mean awareness score of the teachers in whose schools special educator is available is 31.88 and for the teachers in whose schools special educator is not available is 33.42 . The standard deviation score are 3.51 and 2.79 respectively . The calculated t- value of the group is 1.602 against the table value of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups . Hence the hypothesis is rejected at 0.05 levels at 58 degree of freedom .

Table – 7 : Level of awareness based on the incidence of children with disability .

Incidence of Special Children	No	Mean	SD	t- value
Yes	20	30.95	3.07	t= 2.299
No	40	33.22	3.34	df=58
Total	60	32.32	3.37	S*

The table reveals that the mean awareness score of the teachers in whose school there is incidence of children with disability is 3.95 and for the teachers in whose schools there is no incidence is 33.00 . The standard deviation scores are 3.07 and 3.34 respectively . The calculated t- value of the group is 2.299 against the table value of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups . Hence the hypothesis is accepted at 0.05 level at 58 degree of freedom .

Table – 8 : Level of attitude based on the age of the teacher .

Age	No	Mean	SD	t- value
Up to 35 years	31	68.74	6.02	t=1.441
Above 35 years	29	65.86	9.22	df=58
Total	60	67.35	7.80	NS*

The table reveals that the mean attitude score of the teachers in whose age is up to 35 years is 68.78 and for the teachers above 35 years is 65.86 . The standard deviation scores are 6.02 and 9.22 respectively . The calculated t-value of the groups is 1.441 against the table value of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups .

Table – 9 : Level of attitude based on the gender of the teacher .

Gender	No	Mean	SD	t-value
Female	52	67.13	7.99	t = 0.323
Male	8	68.75	6.78	df= 58
Total	60	67.35	7.80	NS*

The table reveals that the mean attitude score of the female teachers is 67.13 and male teachers are 68.75 . The standard deviation scores are 7.99 and 6.78 respectively . The calculated t- value of the groups is 0.542 against the table value of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups . Hence the hypothesis is rejected at 0.05 levels at 58 degree of freedom .

Table – 10 : Level of attitude based on their educational qualification in special education .

Experience	No	Mean	SD	t-value
Up to 5 years	28	69.50	7.47	t= 2.049
Above 5 years	32	65.47	7.71	df= 58
Total	60	67.35	7.80	S*

The table reveals that the mean attitude score of the teachers up to 5 years is 69.59 and teachers above 5 years experience is 65.47 . The standard deviation scores are 7.47 and 7.71 respectively. The calculated t-value of the group is 2.049 against the value of 2.002. This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups. Hence the hypothesis is accepted at 0.05 levels at 58 degree of freedom .

Table–12 Level of attitude based on the courses or programs attended in disability management

Course attended in disability management	No	Mean	SD	t-value
Attended	8	65.00	4.34	t=0.914
Not attended	58	67.71	8.18	df= 58
Total	60	67.35	7.80	NS*

The table reveals that the mean attitude score of the teachers who have attended courses or programs on disability management is 65.00 and teachers who have not attended is 67.71 .The standard deviation score are 4.34 and 8.18 respectively .The calculated t-value of the groups is 0.914 against the table value of 2.002. This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups. Hence the hypothesis is rejected at 0.05 levels at 58 degree of freedom .

Table-13 Level of attitude based on the availability of special educator in the school .

Availability of Special Educator	No	Mean	SD	t-value
Available	17	68.71	6.54	t=0.844
Not attended	43	66.81	8.26	Df=58
Total	60	67.35	7.80	NS*

The mean attitudinal score of the teachers whose schools are getting full time or part time services from special educator is 68.71 and of teachers in whose special educator is not available is 66.81 .The standard deviation scores are 6.54 and 8.26 respectively . The calculated t-value of the groups is 0.844 against the value of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups . Hence the hypothesis is rejected at 0.05 levels at 58 degree of freedom .

Table-14 Level of attitude based on the incidence of children with disability in their schools .

Incidence of Special Children	No	Mean	SD	t- value
Yes	40	68.83	6.98	t= 2.132
No	20	64.40	7.86	df= 58
Total	60	67.35	7.80	S*

The table reveals that the mean attitudinal score of the teachers , whose schools has incidence of children with disability is 68.83 and of teachers in whose there is no incidence with special needs is 64.40 . The standard deviation scores are 6.98 and 7.86 respectively . The calculated t- value of the groups is 2.132 against the able value of 2.002 . This shows that there is no statistical difference in the awareness level of teachers belonging to two different groups .

Table -15 Co- relation between awareness score and attitude score .

Co-relation between awareness score and attitude score	(r)=0.222 Not Significant .
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The correlation analysis between awareness and attitudinal score shows no significant difference . This gives a clear picture that awareness does not has a significant impact on attitude of teachers towards inclusive education working in CBSE schools in Jaipur district .

In the present study , the variables , incidence of children with disability in the school and educational qualification of the teachers with special educational has significantly influenced the awareness level the teachers working in CBSE schools in Jaipur . The variables like years of experience and incidence of children with disability in the school is proved to have significant influence over the attitude of the teachers working in CBSE schools in Jaipur . Whereas the variables , age ,gender, educational qualification with special education programs or short term courses attended in disability management ,availability of special educator in the school had no significant influence over the attitude of the teachers working in CBSE school towards inclusive education .

Interpretation on awareness rating scale – Item number 9 “ A general teacher in collaboration with a special educator or rehabilitation counselor can make school experience meaningful for a child with disability ” is found to be responded by 92 % of the teachers for the greatest awareness . This shows the readiness attitude of the teachers to work along with the special educator for the benefit of children with special need. 83 % of the teachers were found to have poor awareness on the item number 18 “ Ministry of Human Resource Development has implemented projects like PIED ,IED etc to favor education of children with disabilities” .

Interpretation on attitude rating scale -93 % of the teachers have agreed on the item number 1 “ A teacher would need supportive guidance from a rehabilitation counselor and special educator to make teaching learning better for a child with special need . 48 % of the teachers have responded to be with neutral attitude on the item number 13 “ 80 % of the children who are differently abled are capable of following regular mainstream education with supporting services” . This shows that teachers need to be addressed on inclusive education concepts . 20% of the teachers have disagreed on the fact that “ CBSE Board expects that a child’s intellectual level should not be a discriminating factor for denying admission in a school in the item number 17 . This shows that that teachers need to be made aware about zero reject policy .

Educational implications of the study

The study on awareness and attitude of teachers towards inclusive education working in CBSE school in Jaipur imples of sensitizing the school teachers , administrators and other staffs on the concepts of inclusive education , the need and educational implications of inclusive education for children with disabilities ,classroom intervention procedures to follow inclusive education , the role of rehabilitation professionals and interdisciplinary approach in inclusive setups .

The study also implies the need of appointing a regional counselor to attend to the needs of parents with children with disability and support in setting a model inclusive school for every region and monitoring the performance and skill achievement of the children with disability .The study also implies the need for conducting sensitization program on inclusive practices and strategies at local level periodically so that no teacher misses the chance of getting them educated on the challenges ahead for such inclusion . This implies that CBSE Board should make mandatory , the screening & assessment in the existing student population for identifying student with disability and further psychometric and performance tests should be conducted for every new admission . This helps fore early identification of children with special needs .

Limitations of the study

The rating scales to measure the awareness and attitude level of teachers had 40 items alone which might not be enough in eliciting complete understanding about the attitudinal and awareness level of the teachers . In

some school the investigator could supply the rating scales to the teachers through the school principal only . In such case the time given to teacher for responding on rating scale and any clarification given by principals may affect the reliability of the study .

When the investigator approached the schools much of the schools were busy in their CCE works and few schools agreed on permission for data collection .Getting response of only 60 teachers can be a limiting factor for generalization of the study .

Recommendations for future studies

Following recommendations is given based on the outcome of the present study .

1. A study on analyses of attitude of different types of teacher's (music ,art, yoga physical education etc) need to be conducted .
2. A Study on the analyzing level of self – esteem of the children with disability and without disability in the inclusive setup .
3. A study on competency level of teachers in CBSE schools towards handling children with disabilities .
4. A study on the classroom intervention strategies followed by CBSE schools for effective implementation of inclusive education .

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